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Doing Digital History 2016: An Institute for Mid-Career American Historians [HT-231816-15]

Sheila A. Brennan and Sharon M. Leon
Roy Rosenzweig Center for History and New Media
George Mason University

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Overview

Mid-career college and university faculty generally have achieved a significant level of expertise in their field of study. At the same time, research suggests that experts may not be so clear about every step of the cognitive work they undertake to attack a new research question or problem. In fact, the more expert an individual is, the less easy it is for that person to surface their process and articulate it for someone else. Only by being consciously pushed to consider, reconsider, and articulate these methodological assumptions, can we open a flexible space for new approaches that can complicate and compliment existing habits of mind.

Together, these ideas make up some of the underlying approach that the team at the Roy Rosenzweig Center for History and New Media (RRCHNM) at George Mason University (Mason) took to design and in conducting the *Doing Digital History: 2016* <http://history2016.doingdh.org/> (Doing DH) two-week intensive summer institute for mid-career American historians. Funded by the National Endowment for the Humanities (NEH) Office of Digital Humanities as an Institute for Advanced Topics in the Digital Humanities in July 2016 and under the direction of Sharon M. Leon and Sheila A. Brennan, the effort brought together twenty-three mid-career digital novices to learn the theories and methods of digital history. Experts in their field of American history, these novices in digital methodologies were nervous, unsure of their own abilities, and intimidated by digital history. They all left as confident digital ambassadors with new skills, insights, and motivation to pursue digital work and become active participants in the growing community of digital humanists.

Rationale

For non-historians browsing the pages of major national newspapers and magazines, it might appear as if the community of scholars working to understand the warp and weft of America's past are deeply engaged in applying digital tools and methods to their work. Consider the map of

lynching data in the *New York Times*; the interactive visualizations of the State of the Union addresses in *The Atlantic*; the maps of slavery's expansion across the United States in *Smithsonian Magazine*.[1] Digitized texts, such as the State of the Union addresses; records, such as from the US Census Bureau; and newly-created databases, such as ones that compile lynching data can be mined, plotted, and visualized. These revealing creations demonstrate how digital methodologies are generating new insights into the American past, while simultaneously making this scholarship accessible to broader audiences. These few examples do not, however, represent the mainstream of historical scholarship.

Unfortunately, despite decades of work in the field of digital history, the skills and methods that are central to pursuing this kind of work have only just begun to penetrate the larger community of historians—which is not small. The American Historical Association (AHA) Directory includes listings for approximately 22,000 historians working in North America, and analysis of the Directory in 2010 revealed that every history department listed employed at least one Americanist.[2] According to a survey conducted in 2010 by the AHA, the vast majority of history faculty is neither engaging with digital tools for analysis nor is it using digital platforms to disseminate in-progress or completed work.[3] With large bodies of digitized and machine-readable sources available to researchers, historians must learn to adapt to a changing research and publishing landscape.

Evidence of growing institutional support for digital humanities work indicates that this lack of widespread engagement with digital tools and methods is due more to gaps in knowledge for

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[1] Equal Justice Initiative, "Map of 73 Years of Lynching," published in *New York Times*, February 10, 2015, http://www.nytimes.com/interactive/2015/02/10/us/map-of-73-years-of-lynching.html; Mitch Fraas, Benjamin Schmidt, "The Language of the State of the Union." *The Atlantic*, January 18, 2015, http://www.theatlantic.com/features/archive/2015/01/the-language-of-the-state-of-the-union/384575/; Lincoln Mullen "These Maps Reveal How Slavery Expanded Across the United States." *Smithsonian Magazine*, May 15, 2014, http://www.smithsonianmag.com/history/maps-reveal-slavery-expanded-across-united-states-180951452/.

[2] The American Historical Association Directory lists approximately 22,000 historians in North America, where 15,000 are affiliated with departments and history institutions, and an additional 7,000 are included as independent scholars: http://historians.org/publications-and-directories/directories/listing-in-the-directory. The Humanities Indicators survey from 2013 put the number of historians in history departments in the Fall of 2012 at roughly 15,800. Susan White, Raymond Chu, and Roman Czujko, *The 2012–13 Survey of Humanities Departments at Four-Year Institutions* (College Park, MD: Statistical Research Center, American Institute of Physics, 2014; sponsored by the American Academy of Arts & Sciences) http://www.humanitiesindicators.org/binaries/pdf/HDS2_final.pdf. For a breakdown of specialties in history departments, see Robert B. Townsend, "Decline of the West or the Rise of the Rest? Data from 2010 Shows Rebalancing of Field Coverage in Departments," *Perspectives Online*, 49, 6 (September, 2011), http://www.historians.org/publications-and-directories/perspectives-on-history/september-2011/decline-of-the-west-or-the-rise-of-the-rest

[3] Robert B. Townsend, "How Is New Media Reshaping the Work of Historians?," Perspectives Online 48, no, 8 (2010). Available at: http://www.historians.org/Perspectives/issues/2010/1011/1011pro2.cfm.

historians than a disciplinary resistance to the digital medium. There are significant indications that the discipline of academic history is slowly shifting toward the digital. In June 2014, the *Journal of American History* featured "Space, Nation, and the Triumph of Region," a digital history article by Cameron Blevins that examines the spatial and cultural landscape of Houston, Texas revealed by mining its newspapers published during the end of the nineteenth century.[4] This is the first digital publication from a flagship history journal since Ed Ayers and Will Thomas's "The Differences Slavery Made," appeared with the *American Historical Review*'s imprimatur in December 2003.[5]

The bulk of current digital history work is not being shoehorned into the pages of established scholarly journals, as historians experiment with new formats adapted to the possibilities of the online environment. Digital history projects, many created by RRCHNM, are earning awards for the quality of their historical scholarship, approaches to teaching historical thinking skills, and ability to reach new and non-scholarly audiences with high-quality history.[6] Digital humanities publishing projects, including MediaCommons and PressForward, are developing platforms for generating new types of scholarly publications. Meanwhile authors working with University of California Press, University of Michigan Press, and University of Minnesota Press are publishing long-format pieces using WordPress, Scalar, and new open-source content management systems. Furthermore, the Andrew W. Mellon Foundation recently funded a number of collaborations between universities and publishers to develop financially sustainable digital scholarly publishing models for monographs, with the results of those experiments yet to come.[7] While the core contents of good historical scholarship will remain, the medium is changing, and digital history work and new models of scholarly publishing are an ever-present reality for the field.

Furthermore, one need only look at the programs of academic conferences over the last several years to realize that digital work is on the agenda of most professional associations. The National Council on Public History, Organization of American Historians, and Association for State

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[4] Cameron Blevins, "Space, Nation, and the Triumph of Region: A View of the World from Houston," *Journal of American History* 101, no. 1 (June 1, 2014): 122–47, doi:10.1093/jahist/jau184.

[5] William G. Thomas III and Edward L. Ayers, "An Overview: The Differences Slavery Made: A Close Analysis of Two American Communities," *The American Historical Review* 108, no. 5 (December 1, 2003): 1299–1307, doi:10.1086/529967. http://www2.vcdh.virginia.edu/AHR/

[6] James Harvey Robinson Prize of the American Historical Association awarded to the Roy Rosenzweig Center for History and New Media in 1994 (*Who Built America*, CD-ROM), 2005 (*US History Matters*), 2007 (*World History Matters*), and 2009 (*Historical Thinking Matters*); Outstanding Public History Project Award of the National Council on Public History, 2010 (*Bracero History Archive*), 2014 (*Histories of the National Mall*); Award of Merit for Leadership in History from the American Association of State and Local History 2007, *Hurricane Digital Memory Bank*.

[7] Straumsheim, Carl. "Researchers, University Press Directors Emboldened by Mellon Foundation Interest in Academic Publishing." *Inside Higher Ed*, February 25, 2015. https://www.insidehighered.com/news/2015/02/25/researchers-university-press-directors-emboldened-mellon-foundation-interest.

and Local History have been integrating digital approaches, sessions, and workshops into their conferences for the past several years. Recognizing this surge in interest, the American Historical Association has organized "Getting into Digital History" workshops for five years in a row.

Even as digital work is receiving increasing recognition in academic circles, one major question remains for faculty interested in doing digital history and in new publishing mediums: will it count? The number of historians who feel qualified to review the quality and impact of digital scholarship for promotion and tenure cases remains slim. Hardly a leader in innovative approaches, even the AHA has recognized the need for movement on this issue. In 2015, an AHA ad-hoc committee published standards for evaluating digital scholarship for promotion and tenure.[8] This suggests that the larger profession is beginning to recognize the value of digital historical work. Yet, there are still very limited opportunities for mid-career scholars to learn the skills and methods necessary to move forward with digital work and to become active participants in the growing community of scholars identifying themselves as digital historians.

Unfortunately, short workshops provide only a cursory introduction to the complex digital tools, skills, and methods that historians might fruitfully employ. For those without a baseline understanding of how to approach new techniques on their own, the results can lead to an enormous amount of frustration. Mid-career scholars who are digital beginners, interested in a disciplinary-focused approach, continue to be an underserved group within the range of digital humanities training programs. This is evident by the success of recent summer institutes for art historians, archaeologists, and military historians, and a continued call for training by established scholars.[9]

For those lacking colleagues in digital history, or who have little support within their own departments and institutions, the field can seem impenetrable. Many historians do not know where to turn to learn more. The Ithaka *S+R US Faculty Survey* released in 2013 revealed that while only one in five humanities scholars saw digital methods as important to their work, a third of

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[8] American Historical Association, "Guidelines on the Professional Evaluation of Digital Scholarship by Historians," 2015, https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/guidelines-on-the-professional-evaluation-of-digital-scholarship-by-historians-(2015)

[9] For more on digital art history training opportunities sponsored by the Getty and Samuel H. Kress Foundations, see Anne Collins Goodyear and Paul B. Jascot, "Digital Art History Takes Off," *CAA News*, October 2014, http://www.collegeart.org/news/2014/10/07/digital-art-history-takes-off/ Other discipline-specific examples, include the Michigan State's *Institute on Digital Archaeology Method & Practice, and Digital Methods for Military Historians, both IATDH summer institutes funded by the NEH;* Digital Art History Lab Committee, Frick Art Reference Library,*Art History in the Digital Dimension*, white paper, February 2017, http://dah-dimensions.org/wp-content/uploads/2017/03/Art-History-in-Digital-Dimensions-White-Paper.pdf

respondents noted that the lack of use of digital methodologies was due, at least in part, to not knowing "how to integrate them into their work."[10] Those, who for the majority of their careers have been focusing on traditional forms of scholarship and publication, may feel lost in conversations about topic modeling, data visualizations, and the many new platforms for scholarly communication. These scholars may be top thinkers in their fields, but they are in the uncomfortable position of being novices in the realm of digital tools and methodologies.

The cascading effect of this lack of training and training opportunities is clear. Mid-career historians without training in digital methods may find themselves at a disadvantage when their students come to them for advice on pursuing projects that incorporate significant digital work. A larger study released in December 2012 by Ithaka S+R, "Supporting the Changing Research Practices of Historians," confirms that many graduate students are suffering from a lack of mentoring and preparation in new forms of digital scholarship.[11] This suggests that the majority of mid-career tenured faculty is not prepared to help their students cope with the abundance of digital sources now available and the range of tools and platforms that are transforming both analytical methodology and scholarly communication.

This lack of mentoring and guidance for graduate students does not necessarily suggest negligence on the part of their advisors. Rather, the barriers to entry for digital work for mid-career historians are real. Without a support system and concentrated training opportunities, busy faculty can only get so far on their own. Even when historians are willing to learn new tools, vocabularies, and methods, they face barriers, including lack of time, money for training, or even technical support at their institution to guide them in this process.[12]

In the midst of this paucity of appropriately gauged training opportunities, university administrators are pressing for more courses incorporating digital methods. To meet these expectations, a few well-endowed departments are hiring newly-trained post-doctoral fellows or investing in cluster hires to teach digital history and humanities methods. More typically, departments turn to existing faculty, who are often eager, but woefully underprepared. Applications to our 2014 IATDH summer institute, *Doing Digital History*, demonstrated that an unexpectedly high

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[10] Ross Housewright, Roger C Schonfeld, and Kate Wulfson. *US Faculty Survey 2012*, (NY: Ithaka S+R, April 8, 2013) http://sr.ithaka.org/research-publications/us-faculty-survey-2012, pp 43-44.

[11] Roger C. Schonfeld and Jennifer Rutner, "Supporting the Changing Research Practices of Historians," report, Ithaka S+R, December 2012, available at http://www.sr.ithaka.org/researchpublications/supporting-changing-research-practices-historians.

[12] Erin Bell, Barriers to Institutional Digital History, May 2009, http://jeffersonsnewspaper.org/2009/barriers-to-institutional-digital-history/ (post no longer available).

number of tenured faculty were either asked or assigned to teach the new digital history course in their departments, even when those faculty had no discernable digital history skills. Nearly 30% of all self-identified digital novice applicants remarked that they were applying because they needed help developing new courses that incorporated digital methods into their traditional history courses. Three out of the twenty-three participants in *Doing Digital History: 2014* were developing digital history courses for the fall 2014 semester—a mere two weeks after the institute ended. Another handful were preparing courses for spring 2015. This cohort of traditional historians constitutes only the tip of the iceberg. Many hundreds more are facing increasingly loud calls from students and administrators to bring digital methods to the enduring questions that form the core of American history instruction. These circumstances reinforced our conviction that there was a need for another IADTH focused on scholars who are new to digital skills and methods.

RRCHNM's 2014 IADTH for mid-career American historians was successful in part because it met the participants at their skill level and framed the work of the institute within their disciplinary habits and concerns.[13] *Doing Digital History: 2014*'s outcome was that twenty-three scholars returned to their institutions prepared to implement, teach, and acquire new digital skills. They were better equipped to fulfill their teaching obligations, mentor their students, and engage with and evaluate new modes of digital scholarly communication in history.

In the face of the ongoing need for this type of professional development, RRCHNM proposed and received second IADTH grant to serve the needs of mid-career scholars who have scant digital skills. Once again, we focused on the disciplinary questions that set the practice of history apart from other academic fields—change over time, the importance of multiple perspectives, and multiple causation—*Doing Digital History: 2016* endeavored to train participants in the skills and approaches that would enhance their ability to create scholarship in digital environments. The response to holding a second *Doing Digital History* was extremely enthusiastic and the results, that follow, demonstrate the 2016 participants' high levels of success.

Application Process and Participant Selection

Throughout fall 2015, we received many inquiries about when applications would be open, so opened an inquiry form on the DoingDH 2016 site to collect the names and email addresses of all interested participants. During the American Historical Association annual meeting in January

[13] *Doing Digital History* institute website, http://history2014.doingdh.org

2015, we printed micro brochures to advertise the institute and distributed them in sessions, and at the RRCHNM affiliates table. In total, 35 individuals requested to be notified when applications opened.

On January 5, 2015, we opened applications and launched the DoingDH 2016 website <http://history2016.doingdh.org/> that included the application form, a draft schedule, and basic travel information. To publicize the institute to a wide audience, we announced the institute on the RRCHNM institutional blog, tweeted it, and posted it to our personal blogs and social networks. We then emailed the announcement to all those who wished to be notified via the Google form. The call was featured on DHNow, and we posted the call to many listservs, including many on the H-net Network. Brennan, Leon, and other faculty members sent personal emails to interested parties. Within the first week of opening applications, the website received 617 page views and three individuals submitted applications. When we closed the applications on March 15, the application page logged 2737 unique page views.

The participant selection committee, Brennan, Leon, and Michael O'Malley, reviewed 69 applications and selected 25 participants. Notice of acceptance went out promptly and we have confirmation of participation from all of our invitees. These 25 individuals exemplified our target audience for the institute.

Below is a sample of the reason why some of the selected participants wanted to come to DoingDH2016:

> I'm interested in pursuing more digital history techniques because these methods engage students in a way that pushes them beyond grades. They enjoy the process of creation. They share their products with pride. They build their skills with technology, but also analyze texts with a deeper engagement and a sharper eye. Good writing should be active, but I found many students began to write formulaically. Technology pushes them out of a formula and into a spaces and layers of play, creation, and hard work.
>
> I want to be able to help our graduate students improve their digital literacy and skills. To that end, I've started teaching a Digital History course in our graduate public history program, but I am very much learning just a step ahead of the students... and, just as important as helping the students, is that community groups are asking our program for help developing websites and digitizing their records. If I want to be able to serve communities as they need, both the students and I need to have better digital skills and understanding.
>
> Learning digital research methods and tools will allow me to revise my career trajectory and incorporate new methodologies into my own research. It will immediately allow me to transfer research from my most recent book into a digital public history project.

> As I engage students on a given topic, I constantly strive to tell a more complex story—to make connections and offer intersectional analysis. However, my tools for telling these stories have not gained sophistication at the same rate. I can imagine history in a multitude of ways, seeing the many networks that crossed the same space at different times and imagining the view of events from different perspectives, but I cannot effectively communicate these visions and images to an audience outside of my imagination. I was trained to write--to push a book or article or lecture to its limits to convey the human experience—but I was not trained to use technology to facilitate that expression.

As with the cohort from 2014, this group demonstrated the significant demand from history departments that wanted to offer digital history courses, but who did not have personnel equipped to teach them. Six participants arrived needing to create a new digital history, or digitally-inflected course, over the next year, while an additional four planned to revise existing courses based on the approached learned in our institute. Repeatedly, departments are assigning digital history courses to faculty based on a willingness to learn along the way, rather than on a demonstrated mastery of the theories, methods, tools, and literature of the field. As a result, a number of participants expressed feelings of relief that they were accepted to participate given the pressures to create, retool, and revise courses in digital history.

Staffing

In addition to the core direction that co-directors Sheila Brennan and Sharon Leon provided for the curriculum development and instruction, we drew from the talented faculty of the George Mason University History and Art History Department to join us as instructors for DoingDH 2016, and invited guests to share their expertise in digital public history and digital pedagogy. Assistant Professor Lincoln Mullen led three full-day sessions on data and visualizations, spatial history and mapping, and textual analysis. Professor Michael O'Malley led one half-day session on sound and sonic analysis. Jeri Wieringa, a doctoral candidate in Mason's History Department and Digital Publishing Production Lead at George Mason University Libraries, offered a session on the changing landscape of digital publishing, alt-metrics, and the open access landscape. Visiting instructors included Professor Jeffrey McClurken (also Special Assistant to the Provost for Teaching, Technology, and Innovation) from the University of Mary Washington who led one full day on digital pedagogy, and Associate Professor Denise Meringolo of the University of Maryland, Baltimore County, led a full day on digital public history. Meringolo also shared her experiences as an alumna of the 2014 Doing Digital History summer institute and the digital collection project she

developed, *Baltimore Uprising 2015*.

From our past experiences running two-week digital institutes, we knew we would need four digital history graduate students to help with both instruction and hands-on technical assistance for participants. Alyssa Fahringer, Eric Gonzaba, Jannelle Legg, and Spencer Roberts (Roberts returned from the 2014 institute) served as teaching assistants and tutorial leaders. They offered support each day, managed the Twitter stream and answered questioned posed on the backchannel, and published each of their tutorials and guides on the institute site. They wrote out tutorials so that participants could easily go back and follow the steps available in the curriculum when, for example, they need a reminder how to use the Map Warper tool to georectify historical maps. Legg also suggested and implemented a color-coded Post-It system for participants to flag down a helper when they were stuck. She had attended the NEH-funded digital humanities workshop, *Images and Texts in Medical History*, and learned this method from instructor Dr. Miriam Posner as a means for managing the questions and technical needs of its participants.

Doing Digital History 2016 Institute

Months of preparation went into planning a successful institute experience. While much of the work centered on developing the instructional sessions and activities, the work of setting expectations and preparing for participant needs was also significant. Through a pre-institute survey, we asked attendees about the tools and systems they currently used, and also asked them to rate their level of comfort with creating and assessing digital scholarship. This baseline information helped us gauge the balance of focus and support we would need to strike for the institute. Prior to participants' arrival, we communicated to them via email about travel, and local arrangements. Additionally, we provided instructions about the minimal, though essential equipment and personal tool kits they would need for the two weeks.

Finally, as we approached the actual event, we shared the readings and final schedule on the *Doing Digital History* website, so that participants could begin reading. Co-Directors Sharon M. Leon and Sheila A. Brennan worked closely with the guest instructors, and RRCHNM team of graduate assistants to prepare an intensive two-week curriculum. Each session in the institute was designed to accomplish the following goals:

- Provide an opportunity for participants to closely examine the specific field of digital history within the context of the broader community of digital humanities, and to address needs and approaches that are unique to the discipline of history.

- Teach participants to use new digital tools and methodologies to address major topics in American history with the vast body of available digital sources. Each participant will explore ways that digital methods and tools are changing our research, interpretation, and presentation of this material.
- Train historians not only in using digital tools and methodologies to incorporate into their own research, teaching, and writing, but also to train their colleagues and students.
- Prepare participants to become reviewers of digital work, for professional journals and for tenure and promotion dossiers.
- Enable participants to communicate their work with the larger community of historians and with broader public audiences by using platforms for scholarly publishing.

The final institute schedule included a combination of readings, tools, and projects that we updated from when we first proposed our curriculum. One major addition and shift in the 2016 curriculum was the addition of the programming language R to think more statistically about organizing and using historical data sets. A majority of readings were available online, and we also ordered six books for all participants that we believed would be useful to them during and after the institute. We included three from the 2014 institute that were received well: Erin Kissane, *The Elements of Content Strategy* (New York: A Book Apart, 2011); Mark Monmonier, *How to Lie with Maps*, 2nd edition (Chicago: University Of Chicago Press, 1996); and Kathleen Fitzpatrick, *Planned Obsolescence: Publishing, Technology, and the Future of the Academy* (New York: NYU Press, 2011). And added three newer books that addressed topics in the 2016 institute, including Douglas A. Boyd and Mary A. Larson, editors, *Oral History and Digital Humanities: Voice, Access, and Engagement* (New York: Palgrave McMillan, 2014); Shawn Graham, Ian Milligan, and Scott Weingart, *Exploring Big Historical Data: The Historian's Macroscope* (London: Imperial College Press, 2015); and Erika Hall, *Just Enough Research* (New York: A Book Apart, 2013).

Leon and Brennan led each day of the two-week institute, working closely with participants, and with visiting faculty to ensure that all presentations and tutorials blended together over the duration of the course. We asked each participant to share their anxieties about participating in DoingDH 2016, and many of them worried about keeping up with the workload and their own lack of technical knowledge and vocabulary. Additionally, we purchased one year of web hosting through Reclaim Hosting, <http://reclaimhosting.com/>, for each participant. At the end of the first day,

all participants owned a web domain of their own, and a space to install and try a variety of software during and after the institute. Having this individual space to build their own work is crucial to participant's sense of empowerment during the institute.

Week 1

Leon's and Brennan's approach to instruction was to challenge the group of mid-career novices from Day 1. First, we introduced participants to the field of digital humanities, generally, and to digital history, specifically, and the ways digital work is categorized and described. We then discussed ways of creating and establishing an online professional identity, and walked them through the processes of establishing their own web domain, installing WordPress, and blogging. We reviewed ways of managing digital research and annotating digital sources. By the middle of the week, participants installed Omeka and were building small digital collections, and reviewing established digital projects. By the end of the week, everyone installed the free and open source statistical software package, R and R Studio, and learned to work with data sets for creating effective data visualizations.

- Monday, July 11: Introduction to the Digital Humanities and Digital History, Brennan and Leon
- Tuesday, July 12: Finding, Describing, Organizing, and Analyzing Sources, Brennan and Leon
- Wednesday, July 13: Building Digital Collections and Narrative Interpretation, Brennan and Leon
- Thursday, July 14: Introduction to Data and Visualizations, Resident Instructor, Dr. Lincoln Mullen, Brennan, and Leon
- Friday, July 15: Mapping and Spatial History, Mullen, Brennan, and Leon

Week 2

During the second week, participants were more comfortable with feeling uncomfortable when introduced to new methodologies and playing with new tools. Working in R proved very challenging for most participants. And the introduction of textual analysis drew more critics than expected. We surveyed participants twice during the institute and we adjusted schedules based on

their feedback, which helped to shape the second week in particular. We cut back on some tutorials to give everyone more time to work with tools, particularly after the most challenges sessions. We spent one day considering challenges of doing digital public history, with *Doing Digital History* 2014 alum, Denise Meringolo, and how to carefully collaborate with audiences. We carried the idea of public engagement into a full day on sound, oral histories, and podcasting. While the entire cohort did not have pertinent data or research interests for each of the ten days, we finished the institute discussing topics familiar to everyone: teaching and learning, and scholarly communications.

- Monday, July 18, Textual Analysis, Mullen, Brennan and Leon
- Tuesday, July 19: Digital Public History, Sharing Authority, and Communities, Visiting Instructor, Dr. Denise Meringolo, University of Maryland, Baltimore County, Brennan, and Leon
- Wednesday, July 20: Working with Sound and other Non-Textual Sources Resident Instructor Dr. Michael O'Malley, Brennan, and Leon
- Thursday, July 21, Digital Pedagogy, Visiting Instructor, Dr. Jeff McClurken, University of Mary Washington, Brennan, and Leon
- Friday, July 22: Trends in Scholarly Communications, Resident Instructor Jeri Wieringa, Brennan, and Leon

Throughout the institute, we suggested to participants that they blog about specific topics or to consider how that day's subject applied to their own research and teaching. All of the participants' posts were compiled and published daily by our graduate students using the WPeMatico plugin installed on our WordPress course site, http://history2016.doingdh.org/category/participantposts/.

After introducing the cohort to Twitter on the first day, we encouraged participants to use it as a backchannel with the #doingdh16 hashtag. Through creating an active #doingdh16 tweetstream, the participants extended the institute experience and learning far beyond themselves to a much broader community of interested followers on Twitter. This experience also demonstrated to the participants not familiar with Twitter how the digital humanities has adopted Twitter as a communications and networking tool. One participant noted that she was very skeptical of incorporating Twitter into her professional and teaching life, but saw how well it worked during DoingDH 16 that she pledged to try it with her students in the fall semester. The tweets were

storified and linked to on the institute site: https://storify.com/egonzaba/doing-dh-2016-summer-institute.

By the end of the two weeks, everyone left with new skills, new understandings of digital methodologies, and a new appreciation for the work required to build and sustain successful digital humanities projects. On the final day, we asked each participant to share with us three things that they planned to do soon after they returned to their home and began the new school year. Every participant stood with more confidence in their abilities to discuss, assess, and create digital history work. Most participants planned to incorporate at least one new tool into their classes, some pledged to post their syllabi online, and many discussed rethinking their next research project. Some were organizing DH working groups at their institutions while others scheduled meetings with administrators to discuss the digital directions of curricula and for encouraging new campus hires. Discussions and other plans continued in a Google Group that we set up for the participants on their last day.

Evaluation

We used a variety of metrics to evaluate the success of the 2016 institute (*See Appendix for the evaluation forms*), following a similar pattern we developed in 2014. During the institute we surveyed participants a few times to gauge the pacing and instruction. Based on this immediate feedback, we adjusted scheduling and approach accordingly. We also wanted to measure the effectiveness in achieving the overall goals of DoingDH 2016 to convert digital novices into confident digital ambassadors, with the skills, abilities, and enthusiasm to explore and develop digital history scholarship; to evaluate digital history projects for professional publications and for tenure and promotion dossiers; to instruct and advise undergraduate and graduate students in digital history methods; and to participate in disciplinary and trans-disciplinary issues in digital humanities scholarship. We saw a transformation in the participants as they worked through each day, and the results of formal evaluation confirmed our impressions.

Based on a survey we gave participants on their final day at DoingDH 2016, we were pleased to see that 100% of participants strongly agreed that the faculty and facilitators helped to improve their understanding of digital humanities and digital history. All participants left the sessions feeling very motivated and excited, and were very satisfied with the session topics selected for the curriculum. (*See Appendix with summary results.*)

To measure the overall effectiveness of the entire curriculum to change attitudes and

practices of the participants, we asked four questions related to our goals and asked the same four questions at the beginning and the end of the institute:

- If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?
- If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?
- Do you feel comfortable presenting or discussing digital history work with your colleagues?
- Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

The largest positive growth we saw was in participants' willingness to review digital projects for scholarly journals. At the start, 25% said they felt comfortable reviewing, 25% were not at all, and 50% were unsure if they would accept that request. By the end of the institute, 90% would agree to reviewing digital projects and only 10% remained unsure. Notable growth also occurred in the arena of tenure and promotion review. Before the institute, 42% felt comfortable assessing scholarly impact, 21% did not, and 38% were unsure. By the end, 90% of participants felt confident in their ability to review a colleague's digital work, with only 10% left unsure. Finally, we can see that each participant will be active in conversations about the field with their colleagues. Across the four main questions, we saw a remarkable shift in confidence as not a single historian answered "no" to any of the questions at the end of the institute. The group overwhelmingly left feeling capable and willing to serve in those roles.

	Pre-Institute Survey			Post-Institute Survey		
	Yes	No	Not Sure	Yes	No	Not Sure
If you were asked to review a digital project for a professional journal in your field of expertise would you feel comfortable saying yes to the request?	25%	25%	50%	90%	0%	10%
If you were asked to review a colleague's digital work for promotion would you feel comfortable assessing its scholarly impact?	42%	21%	38%	90%	0%	10%
Do you feel comfortable presenting or discussing digital history work with your colleagues?	58%	33%	8%	100%	0%	0%
Do you feel comfortable supervising students who want to use digital tools in their history scholarship?	46%	33%	21%	81%	0%	14%
	n=24			n=21		

By comparing the 2014 and 2016 institute data, we can see some interesting differences in the cohorts. Prior to DoingDH, the 2016 cohort was much more comfortable reviewing digital work for promotion than the 2014 group, but less willing to review digital projects for journals. The 2014 cohort was slightly more at ease in supervising students incorporating digital tools into their work, and more than half of each group felt comfortable discussing digital work with colleagues.

	2016 Pre-Institute Survey			2014 Pre-Institute Survey		
	Yes	No	Not Sure	Yes	No	Not Sure
If you were asked to review a digital project for a professional journal in your field of expertise would you feel comfortable saying yes to the request?	25%	25%	50%	47%	11%	42%
If you were asked to review a colleague's digital work for promotion would you feel comfortable assessing its scholarly impact?	42%	21%	38%	26%	0%	74%
Do you feel comfortable presenting or discussing digital history work with your colleagues?	58%	33%	8%	58%	11%	26%
Do you feel comfortable supervising students who want to use digital tools in their history scholarship?	46%	33%	21%	53%	16%	32%

The post-institute surveys show that the 2016 cohort left with more overall confidence across each goal and achieved slightly more positive change in growth than the 2014 group. Even still, both groups experienced an impressive amount of personal and professional growth after only two weeks.

	2016 Post-Institute Survey			2014 Post-Institute Survey		
	Yes	No	Not Sure	Yes	No	Not Sure
If you were asked to review a digital project for a professional journal in your field of expertise would you feel comfortable saying yes to the request?	90%	0%	10%	84%	0%	16%
If you were asked to review a colleague's digital work for promotion would you feel comfortable assessing its scholarly impact?	90%	0%	10%	79%	0%	21%
Do you feel comfortable presenting or discussing digital history work with your colleagues?	100%	0%	0%	95%	0%	5%
Do you feel comfortable supervising students who want to use digital tools in their history scholarship?	81%	0%	14%	79%	0%	21%

Post-Institute Activities

We created and published a downloadable package of the *Doing Digital History 2016* curriculum and made it available under a Creative Commons-BY-NC license on the institute

website. http://history2016.doingdh.org/wp-content/uploads/sites/8/2016/08/DoingDH-2016-Curriculum.pdf. We shared the curriculum using RRCHNM, NEH, and participants' networks.

More important than the activities of the institute organizers in the months following our two weeks in Arlington are the wide range of teaching, research, and service activities that the institute participants undertook related to the methods and skills they learned during DoingDH 2016. After some quick check-ins during the 2016-17 semester, we gave participants one final survey to learn more about what they accomplished in the year following the institute.

Eighteen individuals responded to our closing impact survey (*See Appendix impact survey responses*), and each person revealed that they were incorporating the digital methods, tools, or techniques into their teaching and research during the academic year. Our participants overwhelmingly modified their current courses to include digital assignments for their students. All but one respondent "strongly agreed" (the other "agreed) with the statement, "I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year," Many of the respondents had begun rethinking and retracing their current research's scope and methods because of DoingDH 2016, with 66% strongly agreeing that the skills and methods they learned in DoingDH 2016 were useful in their own research, and 33% agreed.

The DoingDH 2016 cohort reported participating in a number of activities related to teaching, research, and professional advancement and service in the academic year following their institute experience:

Teaching

- 61% used online publishing in their teaching
- 61% used geospatial methods in their teaching
- 28% text analysis techniques in their teaching
- 33% introduced data management concepts in their teaching
- 28% blogged about their teaching

Research

- 61% launched a digital project related to their work
- 72% revised their own data management and research methods practices
- 28% blogged about their research

Professional Advancement and Service

- 78% talked to their administration about supporting DH work
- 39% participated in a DH unconference or workshop
- 33% taught a workshop for their colleagues based on things they learned at DoingDH 2016
- 67% collaborated with a colleague on DH project
- 17% reviewed a DH project for a journal or online publication

Similarly, the optional written responses reflect noticeable personal and professional growth in each respondent:

> Taught my first undergrad Digital History class this past fall - all in all, it went great, and it would have been a DISASTER without the Doing DH seminar! I've also incorporated tools into other classes, and helped a colleague put together tools for his class's projects.
>
> During the seminar, I was very impressed with the concept of a "digitally inflected" course, which brought in digital elements in a gradual, stair-stepped way into the course. In the past year, I have increased the way I talk about DH in our "Intro to History" Methods course, describing both the approaches and the tools that can be used. I have also converted my upper-level undergraduate courses into digitally-inflected courses by encouraging students to substitute a DH project for a traditional research paper.
>
> Particularly working with graduate students, I have found many opportunities to consult with them on digital projects, encourage them to pursue them, and to seek opportunities to acquire/hone digital skills.
>
> I've been tasked by my university's Digital Humanities Working Group, in cooperation with the Humanities Council, to organize a panel/structured conversation between regional digital humanities scholars and the Appalachian State community on "Public & Private Histories." I was also part of a team within the history department who met with the Dean of the College of Arts & Sciences on campus to request a digital classroom. I was able to use what I'd learned from the institute to better assist in and formulate this request. The Dean granted it, and this classroom will impact digital learning for many App State students.
>
> I gave a Digital History talk to my department and a couple of my colleagues have caught the vision of digitally inflected teaching. The department also agreed to add "digital history skills desirable" into a job search we conducted this year and to continue to do so in future job searches. I talked to the dean of the college of Humanities about my institute experience and became involved in the digital pop up lab at our library and a digital humanities research interest group here too.

I did not expect to be so interested in the section on coding and R, but I was inspired by the institute to pursue deeper analysis of datasets already available, and those that could be compiled with a bit of attention. I really used IPUMS for the first time, even though I had known about its existence for years. I also produced visualizations of census data for a faculty colloquium.

I have taken some data that I long ago created and started to display it in new formats using r-studio and have been happy with the results. I, of course, cleaned my data first.

I applied for and received sabbatical next term to begin a digital history project on the historical relationship between the humanities and American democracy. In that work, I will use the knowledge and skills I learned from the institute in two ways. First, to create a public digital history site. Second, to undertake digital textual analyses that will help me locate patterns over time. In both cases, my ability to even conceptualize this work is owed to the institute.

I also co-organized a THATCamp on digital pedagogy, taught some workshops at NEHA, and am serving as a consultant on a couple of DH degree programs. Additionally, I am the technical advisor on a grant for a public DH workshop in southern Maine, for small, local museums and libraries.

Mostly, though, the biggest and least-easily-measurable outcome of the institute was that I feel much more confident in my skills, in negotiating DH projects on the web, and in just being DH literate.

Finally, a number of participants shared websites that include their new digital project work:

- http://robinmorrisphd.com/digital-projects/conservatism-and-timelines/
- http://butlerhistorical.org
- http://dh.bethanylb.edu
- http://www.averillkansascollection.com
- http://SpokaneHistorical.org
- http://informationwanted.org
- http://tampahistorical.org
- http://utahhistoricalmarkers.org

Looking Forward

After finishing our second IATDH introduction to digital history, we can affirm some of our findings from our 2014 white paper. Based on the applicant pools from 2014 and 2016, we see that

there are still relatively few training opportunities at the novice level for faculty, and yet, it has not prevented history departments from asking their faculty members—prepared or not—to teach digital history courses. Preparing faculty to teach these courses, just like public history, means more than simply reading the literature. It's a methodological shift and we continue to believe that it is irresponsible of departments, colleges, and universities to assign faculty to teach digital history courses without providing the time and resources for professional development. Second, in 2016, we received more applications from junior faculty and new PhDs seeking digital training to prepare them for the job market, because their graduate programs offered no courses or opportunities to learn digital methods. Some of these applicants wrote desperately hoping that they could participate in DoingDH 2016 to help them obtain a tenure-track job.

The work of developing intensive training for mid-career scholars is challenging. We remain convinced that two weeks is the optimal amount of time for an introduction to the broad field of digital humanities while also allowing for time to dig into disciplinary issues concerning historians. The time together is intense for both participants and instructors. As the project co-directors lead training of varied lengths and for different groups, we have seen that participants feel more comfortable experimenting and actually changing their practices when they are removed from their existing organizations, and the accompanying pressures, structures, and expectations long enough to immerse themselves.

The administration of a two week intensive institute requires a significant investment from the host institution, even if they have supported a similar institute previously. The logistics required for coordinating an institute gets a little easier each time, but still requires careful planning. And, each cohort of participants has particular needs and quirks that demand personal attention on a day-to-day basis. Additionally, we rely heavily on a solid crew of four graduate students who assist in the preparation and make each day run smoothly. While RRCHNM always employs wonderful graduate students, not all are well suited to this style of teaching. Assembling a well-balanced institute team is a key piece to the success of DoingDH 2014 and 2016.

Both institutes attracted large numbers of interested applicants, indicating that a great need remains for historians at all stages of their careers who are digital novices. The good news is that we are starting to see more colleges and universities offer intensive training opportunities for their own faculty. More beginner courses can be found in the Digital Humanities Summer Institute and HILT summer institutes (which vary annually), and even online courses and programs from the University of Victoria and Mason's Digital Public Humanities Certificate, are attracting working scholars as well

as graduate students. We are pleased to see a growing number of opportunities, and are pleased that the Doing Digital History institutes have been a part of the professional development landscape.

The goals of our Doing Digital History institutes focus on moving historians and their institutions toward greater acceptance of digital scholarship and methods as legitimate forms of research, publishing, teaching, and professional service. The short-term returns are visible through the individual accomplishment of our cohorts, one academic year following the institutes. Our other aspirations of moving the field will take longer than a year and will require some additional research in a few years to more adequately assess the long-term impact. We believe that by empowering all of the Doing Digital History participants to be change agents in their institutions and their subject fields, and as teachers and scholars, that we have made a targeted impact in spurring change from the middle, through the mid-career historians.

Nonetheless, the need for professional development for this middle layer of humanists remains. We regularly get requests from individual colleges and universities, scholars outside the discipline of history, and professionals in libraries, museums, and archives who would like to arrange training and workshops. As much as possible, we look for ways to provide this training, but the demands of project and other professional responsibilities mean that we cannot provide this training on a fulltime basis, regardless of the fact that the demand for it would allow us to.

This unceasing demand suggests that there is a large need for intervention across fields to support and train professionals who are at this stage of their careers. Particularly in the world of academia, this is a startling proposition. Scholars are accustomed to turning themselves to master a new literature as their research interests require, but they rarely embark upon learning an entirely new methodological approach that requires years of training, and trial and error, to reach a level of competency. While this challenge might be daunting for the individual scholar, the more important issues is that the degree of investment involve must be recognized and supported by their home institutions. Institutional leadership that expects transform a curriculum or an approach to the humanities without demonstrating a willingness to invest time, resources, and a tolerance for failure will find themselves disappointed.

The Doing Digital History institutes are an effort to provide scholars with a very preliminary introduction to the theories and methods of digital history. As such, they are only a beginning. Our evaluation shows that they have made a significant impact in the field, but we all have much work left to do to raise the digital literacy of the core of mid-career colleagues.

Appendix A: Curriculum

Doing Digital History 2016

Summer Institute
George Mason University
July 11 – 22, 2016

http://history2016.doingdh.org

Curriculum

ROY ROSENZWEIG Center for History and New Media
NATIONAL ENDOWMENT FOR THE Humanities
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Table of Contents

Curriculum Overview 1
About 1
Institute Team 2
Participants 3
Week One 4
July 11: Introductions 4
Digital History Categories and Projects 6
July 12: Finding, Describing, Organizing, and Analyzing Sources 8
Digital Collections 10
Finding and Protecting Your Data 12
TinEye Tutorial 13
Scavenger Hunt 14
ThingLink tutorial 15
July 13: Building Digital Collections and Narrative Interpretation 16
Picking a Platform 18
Extending Omeka with Plugins 20
July 14: Introduction to Data & Visualizations 24
July 15: Mapping and Spatial History 26
Map Warper Tutorial 28
Neatline tutorial 32
Week Two 37
July 18: Introduction to Textual Analysis 37
Bookworm tutorial 40
Voyant Tutorial 44
July 19: Digital Public History, Sharing Authority, and Communities 47
Planning a Digital Public History Project 49
Resource sheet: Crowdsourcing tools 50
Guest User and Contribution plugins tutorial 60
July 20: Working with Sound and other Non-Textual Sources 67
Multi-Media Sites and Sources 69
SoundCite Tutorial 71
Podcasting 72
OHMS Tutorial 76
July 21: Digital Pedagogy 82
July 22: Scholarly Communication, Professionalization, Future of Publishing 84
Resources 86
Glossary 86

Curriculum Overview
About

The *Doing Digital History 2016* summer institute is sponsored by the National Endowment for the Humanities, Office of Digital Humanities, and run by the Roy Rosenzweig Center for History and New Media, at George Mason University. Doing DH 2016 ran **July 11- 22, 2016,** with 24 mid-career American historians.

The goal of *Doing Digital History* is to introduce established historians to new media methods and tools, and to increase their confidence and abilities in applying those methods and in reviewing digital scholarly work. The two-week institute is designed to provide hands-on instruction and access to a professional learning community for participants.

During the summer of 2014, RRCHNM ran the first Doing Digital History institute sponsored by the NEH. Leon and Brennan shared the team's findings from teaching mid-career professionals in digital methods in the white paper, Scholars as Students: Introductory Digital History Training for Mid-Career Historians. Based on a continuing need and demand for introductory professional development in digital history, co-directors Sharon Leon and Sheila Brennan led a second institute in 2016.

Institute Team

RRCHNM

Sheila A. Brennan
Co-Director, Building a Digital Portfolio; Director of Strategic Initiatives; Associate Research Professor, Department of History and Art History

Sharon M. Leon
Co-Director, Building a Digital Portfolio; Director of Public Projects; Associate Professor, Department of History and Art History

Alyssa Fahringer
Project Associate and Graduate Research Assistant

Eric Gonzaba
Project Associate and Graduate Research Assistant

Jannelle Legg
Project Associate and Graduate Research Assistant

Spencer Roberts
Project Associate and Graduate Research Assistant

Guest Instructors

Jeff McClurken
Professor of History and American Studies, University of Mary Washington

Denise Meringolo
Associate Professor of History, University of Maryland, Baltimore County

Lincoln Mullen
Resident Instructor, Assistant Professor of History, GMU

Michael O'Malley
Resident Instructor, Professor of History, GMU and Associate Director, RRCHNM

Jeri Wieringa
Resident Instructor, Digital Publishing Production Lead, Mason Publishing Group

Participants

- Larry Cebula, Assistant Digital Archivist for the State of Washington and Professor of History, Eastern Washington University, Cheney, WA
- Mary Beth Corrigan, Georgetown University, Washington, DC
- Aaron Cowan, Associate Professor of History, Slippery Rock University, Slippery Rock, PA
- Joseph Cullon, Assistant Professor of History, Worcester Polytechnic Institute, Worcester, MA
- Kristen Baldwin Deathridge, Assistant Professor of History, Appalachian State University, Boone, NC
- Alvis Dunn, Assistant Professor of History, University of North Carolina Asheville, Asheville, NC
- Michael Gagnon, Associate Professor of History, Georgia Gwinnett College, Lawrenceville, GA
- Alan Gevinson, Project Director American Archive of Public Broadcasting, Library of Congress, Washington, DC
- Judith Giesberg, Professor and Director of Graduate Studies in the Department of History, Villanova University, Villanova, PA
- Tammy S. Gordon, Associate Professor of History, North Carolina State University, Raleigh, NC
- Jonathan Den Hartog, Associate Professor of History, University of Northwestern-St. Paul, St. Paul, MN
- Anne Heutsche, History faculty and Co-Faculty Coordinator for the Center for Engaged Inclusion, Lansing Community College, Lansing, MI
- Ely Janis, Associate Professor of History, Massachusetts College of Liberal Arts, North Adams, MA
- Thomas Jorsch, Assistant Professor of History, Bethany College, Lindsborg, KS
- Elizabeth Kryder-Reid, Professor of Anthropology and Museum Studies and Adjunct Professor of History and Philanthropic Studies, Indiana University – Purdue University Indianapolis, Indianapolis, IN
- Robin Morris, Assistant Professor of History, Agnes Scott College, Decatur, GA
- Johann N. Neem, Professor of History at Western Washington University, Bellingham, WA
- Jessica Parr, Adjunct Professor and Coordinator for Public History, University of New Hampshire at Manchester, Manchester, NH
- K. Stephen Prince, Assistant Professor of History, University of South Florida, Tampa, FL
- W. Paul Reeve, Associate Professor of History and Director of Graduate Studies in the History Department, University of Utah, Salt Lake City, UT
- Judith Ridner, Associate Professor of History at Mississippi State University, Starkville, MS
- Bethany Rogers, Associate Professor in Educational Studies, The College of Staten Island, City University of New York (CUNY), Staten Island, NY
- Sarah L. Silkey, Associate Professor of History, Lycoming College, Williamsport, PA
- Kerry Wynn, Associate Professor of History, Washburn University, Topeka, KS

Week One
July 11: Introductions

Instructors: Sheila Brennan and Sharon Leon

Readings

- Cohen, Daniel J., and Roy Rosenzweig. "Exploring the History Web." In *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. University of Pennsylvania Press, 2006. http://chnm.gmu.edu/digitalhistory/exploring/.
- ———. "Introduction." In *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. University of Pennsylvania Press, 2006. http://chnm.gmu.edu/digitalhistory/introduction/.
- Posner, Miriam. "Creating Your Web Presence: A Primer for Academics." *ProfHacker*, February 14, 2011. http://chronicle.com/blogs/profhacker/creating-your-web-presence-a-primer-for-academics/30458.
- Schonfeld, Roger, and Jennifer Rutner. "Supporting the Changing Research Practices of Historians." Ithaka S+R, 2012. http://www.sr.ithaka.org/publications/supporting-the-changing-research-practices-of-historians/.
- Thomas, William. "What Is Digital Scholarship? A Typology." *William G. Thomas III*, February 28, 2015. http://railroads.unl.edu/blog/?p=1159.

Activities

Morning

- Introductions
- Introduction to the digital humanities and digital history community:
    - Defining and Categorizing Digital History: http://history2016.doingdh.org/week-1-monday/digital-history-categories-and-projects/
- Break
- Demo: How the Internet works, https://www.youtube.com/watch?v=i5oe63pOhLI&feature=youtu.be
- Building a professional identity online
- Hands-on Session: Sign up for Reclaim Hosting Coupon: chnm2016s
    - http://reclaimhosting.com
    - How to use Reclaim Hosting http://docs.reclaimhosting.com/

Afternoon

- Introduction to digital communication platforms, discussions of professional communities and

connection
- Hands-on Session: Sign up for Twitter
    - #doingdh16
- Hands-on Session: Install WordPress
    - Installing on Reclaim, http://docs.reclaimhosting.com/wordpress
    - WordPress Documentation https://codex.wordpress.org/Main_Page

Homework

- Write first blog post
- Complete blog collection form: http://goo.gl/forms/5cVH9vBcoByPEait2
- Sign up for a Thinglink account: https://www.thinglink.com/

Extra Material

Additional readings and material are not required, but recommended. They are accessible through a Zotero Group Library. If you already use Zotero, click here to see the group and apply for membership.

Even if you don't use Zotero, a link to the extra material is included at the bottom of each day's schedule page: Zotero Folder – Day 1 – Introductions

Next Day

Digital History Categories and Projects

Roy and Dan's Major Categories of Digital History Web (2005)

- Archives (Digital Collections and Archives)
- Exhibits, Films, Scholarship, and Essays
- Teaching and Learning
- Discussion and Organizational Sites (Online Communities and Professional Networks)

Will Thomas's Typology of Digital Scholarship (2014)

- Interactive Scholarly Works: Visualizing Emancipation
  dsl.richmond.edu/emancipation
- Digital Projects or Thematic Research Collections: Valley of the Shadow
  valley.lib.virginia.edu
- Digital Narratives: Gilded Age Plains City
  gildedage.unl.edu

Journal of American History Categories for Review, Jeff McClurken, (2015)

- Archive
  - Documenting the American South, University of North Carolina Library, http://docsouth.unc.edu/ Harvard University's Open Collections, http://ocp.hul.harvard.edu/
  - Community-generated: Our Marathon, Northeastern University, http://marathon.neu.edu/; September 11 Digital Archive, RRCHNM, http://911digitalarchive.org
- Electronic Essay/Exhibit
  - Exhibit: Dick Dowling and Sabine Pass in History and Memory, Caleb McDaniel and students, http://exhibits.library.rice.edu/exhibits/show/dick-dowling
  - Exhibit: Raid on Deerfield: The Many Stories of 1704," Pocumtuck Valley Memorial Association, http://1704.deerfield.history.museum/
  - Essay: Cameron Blevins, "Space, Nation, and the Triumph of Region: A View of the World from Houston," Journal of American History, 101, No. 1 (June 2014), online companion http://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=93
  - Essay:Anne Helmreich and Pamela Fletcher, "Local/Global: Mapping Nineteenth-Century London's Art Market, *Nineteenth-Century Art Worldwide* 11, Issue 3 (Autumn 2012), http://www.19thc-artworldwide.org/index.php/autumn12/fletcher-helmreich-mapping-the-london-art-market
- Teaching Resource
  - Making of 1989, RRCHNM, http://chnm.gmu.edu/1989
  - Investigating the First Thanksgiving, Plimoth Plantation, http://www.plimoth.org/sites/default/files/media/olc/intro.html

- Tool/software: something that provides functionality related to creating, accessing, or editing digital history content (rather than the content itself).
    - Omeka, RRCHNM, http://omeka.org
    - R-packages developed by Lincoln Mullen, http://lincolnmullen.com/#software
- Gateway: a site that provides access to other Web-based materials
    - DH Now, RRCHNM, http://digitalhumanitiesnow.org/
    - TeachingHistory, RRCHNM, http://teachinghistory.org
- Journal/Webzine: an online publication.
    - Commonplace, http://common-place.org/
    - British Art Studies, http://www.britishartstudies.ac.uk/issues/issue-index/issue-2
- Organization: a site devoted to providing information on a particular organization.
    - AHA, http://blog.historians.org/
    - NCPH's Public History Commons & History@Work blog, http://publichistorycommons.org/
- Virtual Community: a site on which a historical community
    - h-net listservs

July 12: Finding, Describing, Organizing, and Analyzing Sources

Instructors: Sharon Leon and Sheila Brennan

Readings

- Baker, James. "Preserving Your Research Data." *The Programming Historian*, April 30, 2014. http://programminghistorian.org/lessons/preserving-your-research-data.
- Rosenzweig, Roy. "Scarcity or Abundance? Preserving the Past in a Digital Era." *The American Historical Review* 108, no. 3 (2003): 735–62. https://chnm.gmu.edu/digitalhistory/links/pdf/introduction/0.6b.pdf.
- Sherratt, Tim. "It's All About the Stuff: Collections, Interfaces, Power, and People." *Journal of Digital Humanities* 1, no. 1 (March 9, 2012). http://journalofdigitalhumanities.org/1-1/its-all-about-the-stuff-by-tim-sherratt/.

Activities

Morning

- Discuss readings
- Survey major digital history collections–where to find good CC/public domain items
    - http://history2016.doingdh.org/week-1-tuesday/digital-collections/
- Digital Methods: Search, discovery, and storage
- Research and file management
    - http://history2016.doingdh.org/week-1-tuesday/finding-and-protecting-your-data/
- Hands-on Session: Install Zotero

Afternoon

- Hands-on Session: Tin Eye, reverse image searching
- Hands-on Session: Scavenger Hunt for digital sources, and deep exploration of digital repositories
- Break
- Close reading of digital sources
- Hands-on Session: Annotating sources with Hypothes.is
- Demo: ThingLink
- Hands-on: Visual comparisons with Juxtapose

Homework

Brief review of digital history project, using *Journal of American History* review criteria:

http://jah.oah.org/submit/digital-history-reviews/. Spend no more than 15-20 minutes on your site.

- "Everything on Paper Will be Used Against Me": Quantifying Kissinger http://blog.quantifyingkissinger.com (Cebula, Corrigan)
- Plateau Peoples' Project, http://plateauportal.wsulibs.wsu.edu/ (Cowan, Cullen)
- O Say Can you See, Early Washington, DC, Law, and Family: http://earlywashingtondc.org/ (Deathridge, Gevinson)
- The Spread of US Slavery, 1790-1860, http://lincolnmullen.com/blog/the-spread-of-american-slavery/ (Dunn, Gagnon)
- Remembering Lincoln, http://rememberinglincoln.fords.org/ (Gordon, Giesberg)
- Educating Harlem, http://educatingharlem.cdrs.columbia.edu/omeka/ (Hartog, Heutsche)
- National Parks: America's Best Idea, http://www.pbs.org/nationalparks/ (Jorsch, Janis)
- @every3minutes, https://twitter.com/every3minutes (Kryder-Reid, Morris)
- Emigrant City, http://emigrantcity.nypl.org/#/ (Neem, Parr)
- Performing Archive, Curtis + the "Vanishing Race": http://scalar.usc.edu/works/performingarchive/index (Prince, Reeve)
- Mapping Occupation, http://mappingoccupation.org/ (Rogers, Ridner)
- Encyclopedia of Philadelphia, http://philadelphiaencyclopedia.org/ (Silkey, Wynn)

Extra Material

Zotero Folder – Day 2 – Finding, Describing, Organizing, and Analyzing Sources

Previous Day | Next Day

Digital Collections

Highlights of American History Digital Collections

Guides to Copyrights

- Cornell's Copyright Information Center: http://copyright.cornell.edu/resources/
- Center for Media and Social Impact, resources on Fair Use, http://cmsimpact.org/program/fair-use/
- College Art Association Fair Use Guidelines for the Visual Arts http://cmsimpact.org/code/fair-use-for-the-visual-arts/

Federated Collections

- JStor, www.jstor.org
- DPLA, http://dp.la/
- HathiTrust, http://www.hathitrust.org/
- Smithsonian Collections Search Center, http://collections.si.edu/search/
- Internet Archive, https://archive.org/
- List of online collections from NARA, http://www.archives.gov/research/alic/reference/virtual-library.html
- Web Reviews of Many History Websites on TeachingHistory.org, http://teachinghistory.org/history-content/website-reviews

Library, Archive, Museum Collections

- Documenting the American South, University of North Carolina Library, http://docsouth.unc.edu/
- Library of Congress, American Memory,http://memory.loc.gov/ammem/index.html, Chronicling America, http://chroniclingamerica.loc.gov/
- Denver Public Library Western History Collection, http://digital.denverlibrary.org/cdm/
- Harvard University's Open Collections, http://ocp.hul.harvard.edu/
- California Digital Library, http://www.cdlib.org/
- Archives of American Art, http://www.aaa.si.edu/
- Duke University, Emergence of American Advertising, 1850-1920: http://library.duke.edu/digitalcollections/eaa/
- Henry Ford Museum, http://collections.thehenryford.org/

Non-Profit Collections

- Densho: Japanese American Legacy Project, http://www.densho.org/
- History Harvests, University of Nebraska, http://historyharvest.unl.edu/
- History Pin (also user-generated and federated), We are What We Do, http://www.historypin.com/
- Project Gutenberg, http://www.gutenberg.org/

- FamilySearch, Church of Jesus Christ of Latter-Day Saintshttps://familysearch.org/
- Discover the Freedmen, http://www.discoverfreedmen.org/

Commercial Subscription Collections

- ProQuest Historical Newspapers, http://www.proquest.com/products-services/pq-hist-news.html
- Alexander Street Press Online Collections, http://alexanderstreet.com/products/history/american-history

User-Generated Collections

- September 11 Digital Archive, RRCHNM, http://911digitalarchive.org
- Our Marathon, Northeastern University, http://marathon.neu.edu/
- Community of Gardens, Smithsonian Gardens, https://communityofgardens.si.edu/

Community-sourced Metadata or Collections Transcriptions

- What's on the Menu?, New York Public Library, https://transcription.si.edu/
- Papers of the War Department, RRCHNM, http://wardepartmentpapers.org/
- Smithsonian Transcription Center, https://transcription.si.edu/
- DIY History, University of Iowa Libraries, http://diyhistory.lib.uiowa.edu/

Auction Sites

- Christie's, http://www.christies.com/?sc_lang=en
- eBay, http://ebay.com

Data Sets and APIs

- Museum APIs: http://museum-api.pbworks.com/w/page/21933420/Museum%C2%A0APIs
- Railroads and the Making of Modern America, Will Thomas, et al, Data, http://railroads.unl.edu/resources/
- GitHub Repositories: data from Geography of the Post, Cameron Blevins and Stanford Spatial History Lab, https://github.com/stanford-history/geographypost

Finding and Protecting Your Data

Advanced Search Strategies

- Google Search Basics: https://support.google.com/websearch/answer/134479?hl=en
- Google Search Operators: https://support.google.com/websearch/answer/2466433?hl=en&topic=1221265&ctx=topic&rd=1
- Google Search Filters: https://support.google.com/websearch/answer/142143?hl=en&topic=1221265&ctx=topic
- Google Advanced Search: https://www.google.com/advanced_search

Digital Preservation and Security

- Digital Preservation at the LOC: http://digitalpreservation.gov/
- Personal Digital Archiving Guide: http://digitalpreservation.gov/personalarchiving/
- LOC File Type Recommendations: http://www.loc.gov/preservation/resources/rfs/

Security

- Why Passwords Have Never Been Weaker: http://arstechnica.com/security/2012/08/passwords-under-assault/
- Kill the Password: https://www.wired.com/2012/11/ff-mat-honan-password-hacker/
- Five Most Popular Password Vaults: http://lifehacker.com/5529133/five-best-password-managers
- Two-Factor Authentication: What You Need to Know (FAQ): http://www.cnet.com/news/two-factor-authentication-what-you-need-to-know-faq/

TinEye Tutorial

TinEye is an image search engine company, based in Toronto, Canada. The tool is unique in that it uses image recognition to search, not the file name or metadata. Their algorithm extracts information from the image using what they call an image's "unique and compact digital signature or fingerprint." (Launched in 2008, prior to Google Reverse Image search.)

- Limited by the images they've crawled through – not every site has been considered – will produce different results than google (significantly less).
- Image type requirements: JPEG, PNG, GIF
- Image dimension minimum: 100px
- Image size requirements: maximum: 20mb

Potential uses for historians:

- Investigate an image – track down the source, gather information
- Identify modified images/edited images
- Locate additional versions of an image

Tutorial: http://blog.tineye.com/how-to-use-tineye/

Use TinEye to see what you can learn about these two images: *(click to open media file in new page and download):*

Scavenger Hunt

Scavenger Hunt

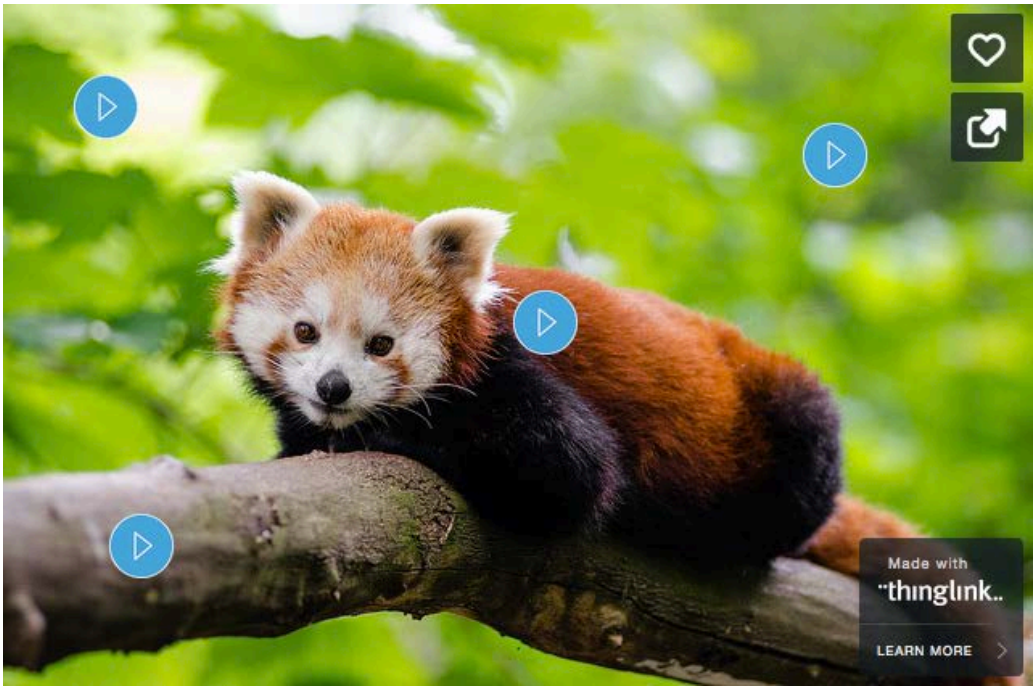
1. Find a digital collection compiled from multiple physical institutions/repositories. Identify at least two contributing repositories.
2. Find a protected Wikipedia article about a historical topic.
3. Find a public domain film clip depicting an historical event.
4. Find the homepage for the Center for History and New Media from 1998.
5. Find an 1858 edition from *The Argus* (Montreal) and *The Daily Journal* (Wilmington) from a public domain collection.
6. Find an audio file that has a creative commons license and allows modification.
7. Find an image in Getty Images that is in the public domain. Collect links to both the Getty Image and the public domain copy.
8. Find the original source image from which this partial image is taken:

ThingLink tutorial

About ThingLink
ThingLink About Page
– Good tool for inviting students to closely examine and critically engage with images
– An interactive media platform that empowers publishers, educators, brands, and bloggers to create more engaging content by adding rich media links to photos and videos

Using ThingLink
1. Go to http://thinglink.com and create an account.
2. After confirming your account (they'll send you an email with a link to confirm), navigate to your dashboard.
3. Click Create+ to upload a new image. You can upload an image from your hard drive, link to an image using a url, import an image from Facebook, or import public flickr images.
4. You will be prompted to add tags (annotations), a title, and to search for content. You can select many parts/areas of your image to tag. You are also able to link to other media, or can put plain text. Click save image when complete.
5. Once created, you can embed the image or share it on social media. Scrolling over the image makes the annotations visible.

Embedding the image to your blog
1. Click share. A box will pop up with options to link or embed. Copy the code found in the embed box.
2. Navigate to your WordPress install. Find where you want to embed the image on your site (a new blog post, a page, etc.).
3. In the upper right hand corner of the text box, click text (the default is visual). Paste the code you copied from ThingLink there. Once the post/page is published or updated, your image will be visible.



July 13: Building Digital Collections and Narrative Interpretation

Instructors: Sheila Brennan and Sharon Leon

Readings

- Crymble, Adam. "Project Funding and Economic Sustainability in Historical Research." *Software Sustainability Institute*, January 21, 2015. http://www.software.ac.uk/blog/2015-01-21-project-funding-and-economical-sustainability-historical-research.
- Kissane, Erin. *The Elements of Content Strategy*. New York: A Book Apart, 2011.
- Morgan, Paige. "How to Get a Digital Humanities Project Off the Ground." *Paige Morgan*, June 5, 2014. http://www.paigemorgan.net/how-to-get-a-digital-humanities-project-off-the-ground/.
- Whitelaw, Mitchell. "Generous Interfaces for Digital Cultural Collections" 9, no. 1 (2015). http://www.digitalhumanities.org/dhq/vol/9/1/000205/000205.html.

Activities

Morning

- Discuss readings
- Digital Methods: Planning effective digital projects with an introduction to metadata and content management platforms
- Hands-on Session: Server basics
- Hands-on Session: Introduction to Metadata by examining sources in digital repositories
- Break
- Discussion: Identifying elements of digital projects before you start.
    1. What is the goal, question, or mission?
    2. What is the project's content? Digital assets/collections/ data sets/ narratives
    3. How will the interface communicate your argument, display your stuff?What structure is required to accomplish your goals with the assets you have?
    4. Who is that audience?
- Picking a platform from common content management software
    - http://history2016.doingdh.org/week-1-wednesday/picking-a-platform/

Afternoon

- Hands-on Session: Critical appraisal of existing digital history projects, using JAH review criteria, http://jah.oah.org/submit/digital-history-reviews/
- Discuss project is small groups:
    - What is the argument?

    - What is the content (assets, digital stuff)
    - What is the Format/Structure behind the site (can you tell?)
    - Who is the audience and is it addressing those people?
    - Does it make effective use of new media?
    - What do you think of this project?
- Live Critique: CSI Dixie
- Break
- Hands-on Session: Install on Omeka on Reclaim
    - http://docs.reclaimhosting.com/omeka
    - Omeka Documentation: http://omeka.org/codex
- Finding and adding plugins: http://history2016.doingdh.org/week-1-wednesday/extending-omeka-with-plugins/

Homework

- Please fill out a quick survey about how things are going so far in DoingDH 2016.
- Install R Studio for Desktop for work tomorrow:
    1. Install R, https://cran.rstudio.com/
    2. Then, install R Studio for Desktop: https://www.rstudio.com/products/rstudio/download/
    3. Open R Studio, in the bottom right window (Files, Plots, Packages, Help, Viewer), Install the ggplot2 package.
- Sign up for a Plotly account: https://plot.ly/

Extra Material

Zotero Folder – Day 3 – Building Digital Collections and Narrative Interpretations

Previous Day | Next Day

Picking a Platform

What are you seeking from your site, and a content management system?

- Write a series of short-form writing
  - WordPress, WordPress.com, Static pages
- Invite others to comment and discuss writing
  - WordPress + CommentPress, most platforms with Hypothes.is
- Collaborative writing, without needing much design
  - MediaWiki, PBWiki
- Create non-linear paths for reading long-form narrative
  - Scalar
- Publish collections with standards-based metadata (out-of-the-box)
  - Omeka, Omeka.net, Scalar
- Publish cultural heritage collections from indigenous communities
  - Mukurtu
- Create narratives based on digital items
  - Omeka, Omeka.net, Scalar
- Create and publish visualizations
  - Scalar
- Mapping items, and creating custom maps for narratives
  - Omeka (with Geolocation or Neatline), Omeka.net, StoryMap
- Timelines
  - Timeline JS
- Collecting from online audiences
  - Omeka, Omeka.net, Google Online Form (text-based)
- Publish a large amount and many types of content, including a blog, and collections, and customized applications, (like a museum might)
  - Drupal; Joomla

Do you need a CMS?

- How much content are you producing, and in what format? Something simple like Github pages might work.

What are your technical infrastructure needs for this project?

- Do you need web hosting? (Try Reclaim: https://reclaimhosting.com/)
- Will you need direct server access?
- Who will be responsible for setting up and maintaining the project?
- Does this project require preservation or is it meant to be more ephemeral?

Usability/Accessibility:

- Look for themes that are responsive so your site works on many platforms
- Check to make sure that you're design/build is accessible: http://wave.webaim.org/

Extending Omeka with Plugins

The way to extend the functionality or change the appearance of an Omeka site will require knowing how to add plugins and themes to your installation. To do so, you will need to follow these steps:

1. Review the available plugins and themes on the Add-ons page on the Omeka site. While you are reviewing each add-on, it is important to consider the minimum version of Omeka for which the add-on is created. You have installed the most recent version of Omeka, which is 2.4, so you need to be sure that your choices are created for at least version 2.0. All of those details are on the individual page for the add-on.
2. When you find an add-on that you would like to use, download it to your hard drive. The download will be a zip file that contains all the files that make up the plugin.
3. Follow the directions provided by Reclaim to use the File Manager in your CPanel to upload the zip file to the server and then expand it on the server. Plugins will go in the plugins directory in your Omeka installation, and themes will go in the themes directory in your installation.
4. Once you have uploaded the add-on to the server and expanded it, then you can go to the administrative interface of your Omeka installation to install and configure your plugins and themes.
5. Most people will need also to consult the documentation for the plugins that they install to learn how they work. Plugins that have been developed by the RRCHNM Omeka team are documented on the Omeka site under the heading "Working with Omeka Plugins."

Selecting the Right Plugin for your Work

Knowing how to upload and and install plugins and themes is only half the battle. Selecting the correct plugin for your work, is really the important thing. Here are some suggestions:

Bulk Item Creation

Sometimes creating items by hand can be tedious, especially if are using existing data sets or if you have many items with common metadata values. As a result, you may consider some alternate routes to create many items at once.

- CSVImport (Documentation) allows you to use a CSV file to create lots of items quickly. Remember to use a separate sheet/file for each item type. You can import files from URLS that point to publicly available files. This plugin requires a background process to ingest the CSV file. To use it with Reclaim Hosting, you will need to edit your config.ini file to specify the path for PHP-CLI. There clear instructions on how to do this from Reclaim.
- Dropbox (Documentation) allows you to circumvent the limits on the size of the web browser file-upload process by providing a place on the server to upload your files. Use your file manager to upload the files, then they will be available for attachment to items in the Omeka interface. When you install the plugin, it will create a folder for files with in the plugin folder. You will have to set the

permissions for that fold to make it writable. There are clear directions in the documentation for the plugin.
- Omeka API Importer (Documentation) allows you to move content from one Omeka site to another (for Omeka sites that are version 2.1 or greater).

File Viewers

When you are creating items, you can attach many kinds of files to your metadata. Some of those file types require the use of plugins to make the files viewable within your item or exhibit pages (rather than having them appear as a link to a file that must be downloaded to be viewed.

- PDF Embed places a PDF viewer on the page.
    - PDFText (Documentation) allows you to extract OCR'ed text from your PDF and make it available to Omeka's search engine.
- HTML5 Media allows you to view and play audio and video files

Organizing Content

Organizing content in Omeka is an important activity that is helped by the structure of Omeka as a content management system. Right out of the box items can be grouped in collections, or tied together with tags, but most projects would benefit from the articulation of more relationships. The following plugins allow you to make those connections.

- Item Relations (Documentation) allows you to articulate the relationship between individual items using a set vocabulary of kinds relationships.

These plugins allow you to use controlled vocabularies to describe your items. These are helpful for reducing errors in your data entry and in making your data interoperable with other data set that employ the same controlled vocabularies. Also, these plugins facilitate creating linkages among all of the items that share the same values within a particular metadata field.

- Library of Congress Suggest (Documentation) allows you to assign a Library of Congress controlled vocabulary to individual metadata fields (most frequently Subject).
- Getty Suggest allows you to assign any of the Getty Research Institute controlled vocabularies to individual metadata fields.
- Simple Vocab (Documentation) allows you to create your own controlled vocabulary and assign it to a metadata field. The result is that the field's text box is replaced by dropdown menu from which an Omeka user can select a value. You may create as many controlled vocabularies and assignments as you wish.
- Search By Metadata (Documentation) allows you to make the values in a metadata field a link, then when the end user clicks on that link she gets a browse list of all the items that share that value in that field. In combination with any of the controlled vocabulary plugins, Search By Metadata enables you

to create a powerful network of hyperlinks amongst your content.

Community Contributions

Some kinds of projects are created to engage with users through a collecting portal or through many types of commenting.

- The Contribution Suite is designed to allow end users to contribute stories or files to your Omeka site. Those contributions then become items within the site, and can be published (or not) by the site administrator. The suite calls for the installation of four plugins that need to be installed and configured in the order that they are listed below.
    1. Guest User (Documentation)
    2. Contribution (Documentation)
    3. Record Relations (Documentation)
    4. User Profiles (Documentation)
- Commenting (Documentation) attaches a comment form to the end of an item, a page, or an exhibit. There are a number of options for deterring spammers if you choose not to moderate your comments.
- Hypothes.is makes it possible for you to paste javascript in to the header file for the theme [e.g. /themes/berlin/common/header.php] to add it to your site. Soon there will be an annotation plugin that will insert the javascript into the theme for you.

Geospatial Work

There are a number of options for doing geospatial work with Omeka. Some of them are very simple and others are more complex.

- Geolocation (Documentation) allows you to geolocate individual items on a Google map. Then, you can use that map as a way to browse your items on your site. Also, you can add a map that displays a specific group of items to an exhibit page. It is not possible to insert a georectified map or to draw on the map.
- Neatline (Documentation) allows you to use a georectified historical map as a canvas for attaching items and laying interpretation. The documentation for Neatline asks that you run Geoserver, but that is not necessary. Lincoln Mullen has written a very clear blog post about how to get around that requirement: "Using Neatline without GeoServer". Finally, Neatline works nicely with the Astrolabe theme.
- Curatescape (Documentation) allows you to "curate the landscape by creating stories and tours. In order to make the plugins and themes work, you need to edit name of the plugin and theme folders to remove the word master so that the folder only includes the name of the plugin or theme after you download it.
- Finally, you can embed visualizations from other tools (TimelineJS, StoryMapJS, CartoDB) in Simple Pages or in exhibit pages. Don't forget to uncheck "Enable HTML Filtering" in your site's Security Settings so that Omeka doesn't strip out the code for your embed. When using embeds with

Exhibit Builder, you will need to select the text block and then use the HTML editor to paste in the embed code.

July 14: Introduction to Data & Visualizations

Instructors: Sharon Leon, Sheila Brennan, and Resident Instructor Lincoln Mullen

Readings

- Gibbs, Frederick W. "New Forms of History: Critiquing Data and Its Representations." *The American Historian*, 2016. http://tah.oah.org/february-2016/new-forms-of-history-critiquing-data-and-its-representations/.
- Graham, Shawn, Ian Milligan, and Scott Weingart. "Principles of Information Visualization." In *The Historian's Macroscope: Big Digital History*, Pre-Draft. London: Imperial College Press, 2015. http://www.themacroscope.org/?page_id=469.
- Kosara, Robert. "Spreadsheet Thinking vs. Database Thinking." *Eagereyes*, April 25, 2016. https://eagereyes.org/basics/spreadsheet-thinking-vs-database-thinking.
- Mullen, Lincoln. "Data Manipulation." In *Digital History Methods in R*. Accessed May 2, 2016. http://lincolnmullen.com/projects/dh-r/data.html.
- Vaidyanathan, Ramnath. *Grammar of Graphics*. Accessed May 2, 2016. https://ramnathv.github.io/pycon2014-r/visualize/ggplot2.html.
- Wickham, Hadley. "Tidy Data." *Journal of Statistical Software* 59, no. 10 (August 2014). http://www.jstatsoft.org/v59/i10/paper.

Activities

Morning

- Discuss readings
- RStudio installation questions
- Digital Methods: The grammar of graphics
- Hands-on Session: Demo of plotting data in R with ggplot2
    - Code School, Try R, http://tryr.codeschool.com/
- Break
- Hands-on Session: Plotly
    - "2011 Art Auction Dataset (Clean)," https://plot.ly/~robertssw87/5/.

Afternoon

- Digital Methods: The grammar of data manipulation
- Hands-on Session: Working with Excel
    - http://swroberts.ca/academic/spreadsheets-for-historians/
- Break
- Hands-on Session: Manipulating data with dplyr and tidyr

Homework

- Consider what data sets that might be available and useful for individual research projects
- Install Neatline plugin in your Omeka site
    - http://omeka.org/add-ons/plugins/neatline/
    - http://docs.reclaimhosting.com/omeka/uploading-plugins-to-omeka

Extra Material

Zotero Folder – Day 4 – Introduction to Data & Visualizations

Previous Day | Next Day

July 15: Mapping and Spatial History

Instructors: Sheila Brennan, Sharon Leon, and Resident Instructor Lincoln Mullen

Readings

- Knowles, Anne. "A Cutting-Edge Second Look at the Battle of Gettysburg." *Smithsonian Magazine*, June 27, 2013. http://www.smithsonianmag.com/history/A-Cutting-Edge-Second-Look-at-the-Battle-of-Gettysburg-1-180947921/?no-ist.
- Monmonier, Mark S. *How to Lie with Maps*. 2nd ed. Chicago: University of Chicago Press, 1996.
- Mullen, Lincoln. "Spatial Humanities Workshop." *Lincolnmullen.com*. 2015. http://lincolnmullen.com/projects/spatial-workshop/.
- Robertson, Stephen. "Putting Harlem on the Map." In *Writing History for the Digital Age*. Digital Humanities. University of Michigan Press, 2013. http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:8/–writing-history-in-the-digital-age?g=dculture;rgn=div1;view=fulltext;xc=1#8.2.
- White, Richard. "What Is Spatial History?" *The Spatial History Project*, February 1, 2010. http://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29.

Activities

Morning

- Discuss readings
- Digital Methods: Introduction to spatial data and mapping
- Hands-on Session: Georectifying maps with Map Warper
- Break
- Hands-on Session: Omeka and Neatline

Afternoon

- Hands-on Session: Mapping points with Carto
    - Lincoln's Spatial Humanities Workshop materials
- Break
- Digital Methods: Spatial data joins
- Hands-on Session: Mapping polygons with Carto

Extra Material

Zotero Folder – Day 5 – Mapping and Spatial Humanities

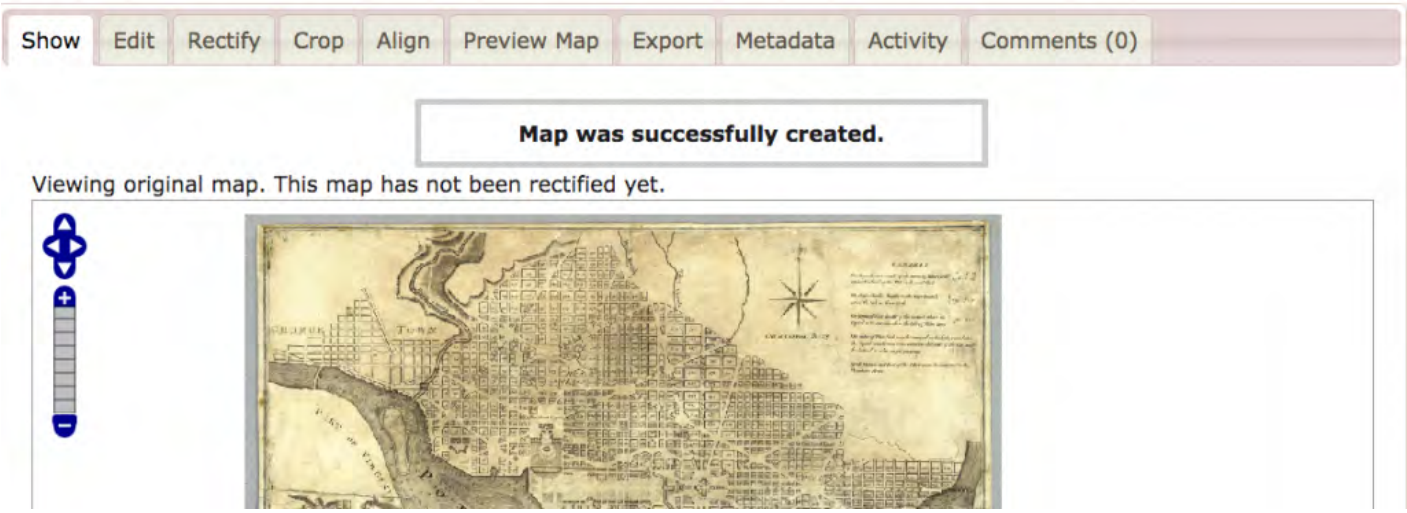
Previous Day | Next Day

Map Warper Tutorial

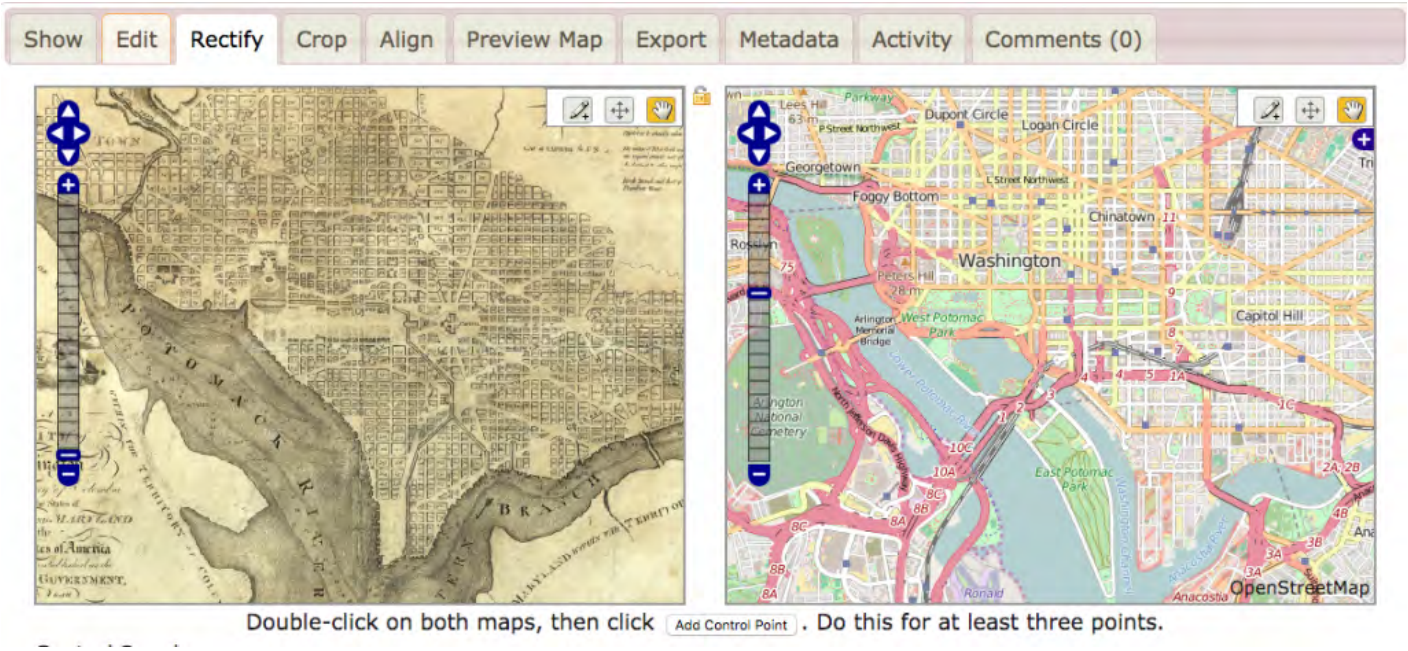
Map Warper is a tool that allows you to georectify maps. Georectification involves matching control points to align the map image with an existing coordinate system. After plotting corresponding points, the tool warps the historical map (using an algorithm) so that it lines up with the contemporary OpenStreetMap.

For our purposes, it will allow us to build historical map layers, which we can use to examine changes in space and place over time.

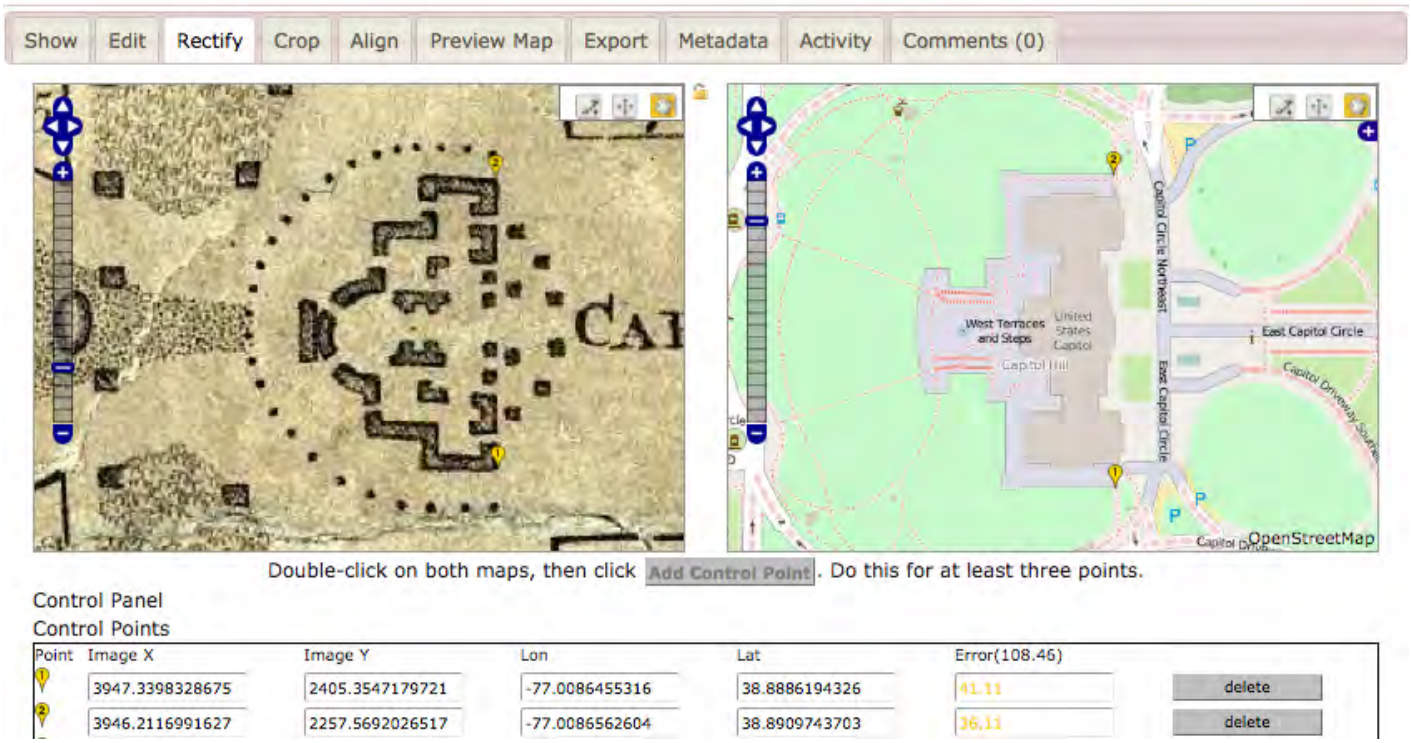
- Open Map Warper and create a new account. (Yes, another one!)
- Upload a high-resolution map.
    - For today I've selected historical maps of Washington, D.C. from the David Rumsey Map Collection.
        - John Reid, Plan of the City of Washington, 1795
        - Edwin Olsen and Blake Clark, Washington, D.C., Showing the Architecture and History, 1926
        - George Annand, et al, Romance Map of the City of Washington, 1938
- Click "Export" and download the highest resolution image.
- In the *MapWarper* window, click to "Upload Map." Enter metadata and click to "Create."



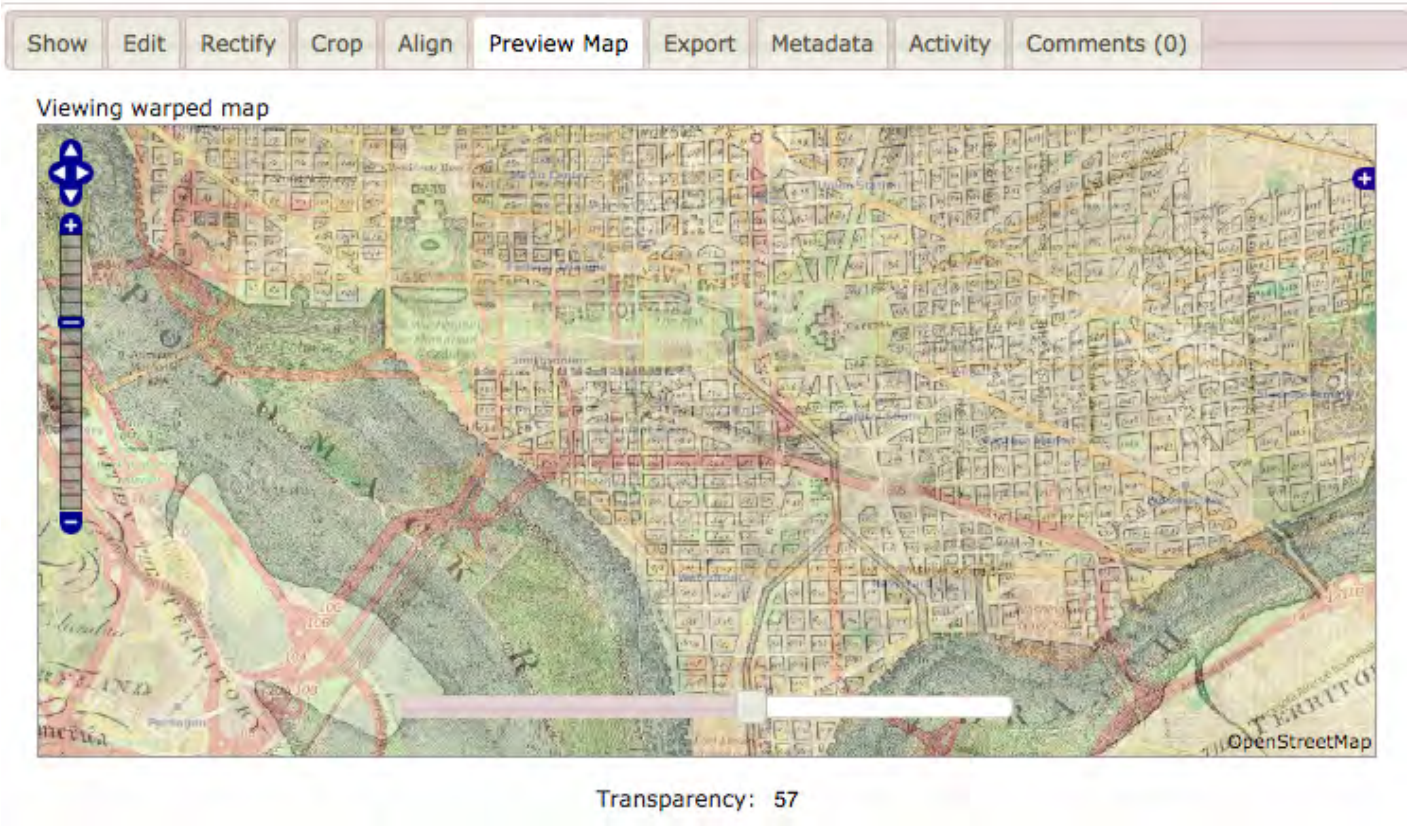
- Click the "Rectify" tab. In the side-by-side interface, you can navigate between each map using the mapping tools on the left. In both map windows, navigate to Washington, D.C.
    - *Navigation:* Click the white triangles to move up/down/left/right.
    - *Zoom:* Click the plus or negative signs to zoom in or out one step. Move the blue slider button to move multiple steps at once. (Note: you may also use your mouse/trackpad to pan and zoom).



- Locate shared points on each map. Use the controls at the top right to add and modify Control Points on each map. (Note: You should add at least three points to rectify. Focus on locating points across the map- not in one single area)
    - *Add Control Point:* Click the small pencil button to add points. Click again on the map to place the marker.
    - *Move Control Point:* Click the arrow button to edit control point positions. Click again on the point to move it. Click to place the point in the new position.
    - *Move Around Map:* Click the small hand button to easily move around the viewer. Click, hold, and drag to slide the map around. Release to place it.
    - Below the map images, click “Control Points” to see a list of points.



- After you have added points, click “Warp Image.” Click the “Preview Map” tab. A “Transparency” slider will allow you to compare the two maps in your window. (Note: you can return to the “Rectify” tab to add/edit points to improve your results.)



- Click the “Export” tab to use your map. For our work, the WMS (Web Map Service) and Tiles capabilities are most useful for use with CartoDB and Neatline.
    - GeoTiff – can be opened in QGIS/GIS software
    - PNG – can be opened in QGIS/GIS software
    - KML – can be opened in Google Earth
    - WMS – use the URL to add map layers in CartoDB and Neatline.
    - Tiles – use the URL to create tiles in CartoDB. For more info see the Carto blog.

(Lincoln Mullen has put together an excellent tutorial on georectification using Map Warper with helpful tips and additional information on using a georectified map with GoogleEarth and creating map tiles with QGIS.)

Neatline tutorial

This tutorial will take you through the steps of loading your georectified map from Mapwarper (see this tutorial) into Neatline, as well as how to add items to your Neatline exhibit. The section of this tutorial on loading your georectified map into Neatline is taken from Kristen Mape's Neatline for Historical Maps tutorial.

Check out Neatline's community documentation list and their sample Neatline exhibits.

About Neatline
Neatline About Page

- Project of UVA's Scholar's Lab
- Built as a plugin for Omeka
- Allows scholars, students, and curators to tell stories with maps and timelines
- Works best when using it to tell a story or create an interpretive lens through which a collection of artifacts, documents, or richly-described concepts could be understood

Installing the Neatline plugin

1. Go to the Neatline plugin page.
2. Download the plugin to your desktop. It should be a zipped file.
3. Go to Reclaim, log in to the client area, navigate to the cpanel, and then click file manager.
4. Click public_html > omeka > plugins
5. Click upload (top menu bar), and then either drag and drop the file from your desktop or select the file for uploading. Once the upload has completed, click the link at the bottom of the page to return to the previous screen.
6. You'll see a zip file for your plugin in the plugins folder. Click extract (top menu bar) to extract the plugin.

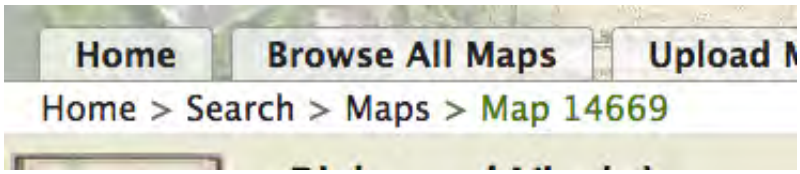
If you get stuck on this step, read Reclaim's documentation on installing Omeka plugins.

Loading your georectified map into Neatline

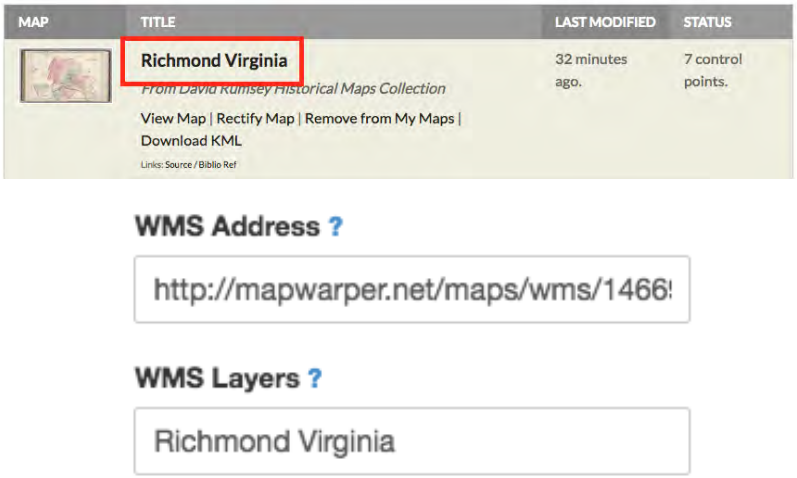
1. Log into Omeka install and click on the Neatline tab (left hand side navigation menu). Then click create an exhibit.
2. Enter in the title and remaining metadata. Select the default spatial layer that you want to be the background of your historical map and its surroundings. Check the public box if you want your map to be visible to site visitors. Don't forget to save your exhibit.
3. Select the title of the exhibit you just made. You will be redirected to the exhibit editor.
4. Click new record and then style. Scroll down until you reach the imagery section. You will need to

know the number of your georectified map as well as the exact title of the map as it appears in Mapwarper.

1. Go to your map in mapwarper.net, click my maps, and select your map.
2. Click the title of your georectified map.
3. To find the number of your map, look at either the URL or at the map number located after Home > Search > Maps > Map NUMBER HERE
4. Your WMS URL will follow this format, with the number of your map in the place of NUMBER: http://mapwarper.net/maps/wms/NUMBER/



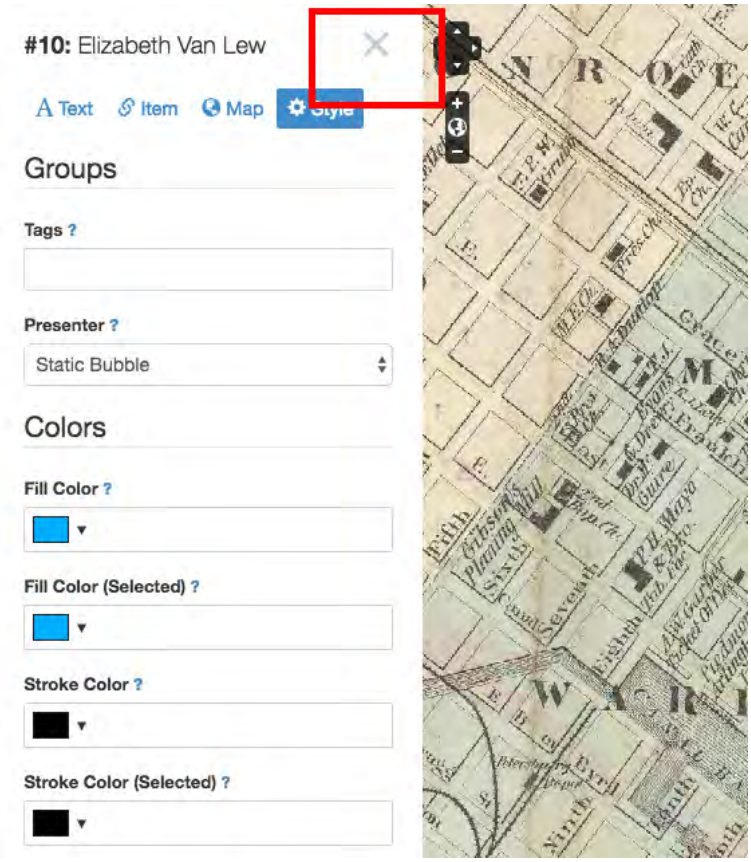
5. Paste or type in your WMS URL into the WMS address field (mine, for example, is http://mapwarper.net/maps/wms/14669/). Enter the title of your historical map exactly as it appears in Map Warper into the WMS layers field.



6. Recenter and zoom the map if you wish. Click use current viewport as default, and then click save.
7. Your georectified map will display onto the basemap and the basemap will be zoomed and centered according to your preferences. Your historical map might be very light, so go to the opacity section (in the style tab) and increase the values to your liking. I used 0.85 for fill opacity, fill opacity (selected), and stroke opacity. Click save after making any changes.
8. You will also want to navigate to the text tab and add a title to your georectified map. Don't forget to click save.

Putting items into your georectified map

1. Click new record.
2. Add a slug and title for your item, and add text to the body if you wish. The title can be the same as the item you want to add to your map – I'm going to add the Omeka item Shockoe Hill Cemetery, and within Neatline it will be titled Shockoe Hill Cemetery, and I'm going to use the slug shockoe.
3. Click the item tab, and use the dropdown menu to search for the Omeka item you wish to add to your map.
4. Click the map tab. Navigate to the place on your map where that item is located. Since I'm adding Shockoe Hill Cemetery, I'm going to navigate to the place on the map where Shockoe is located. Click draw point, and add a point to the location.
5. Click the style tab. Zoom and center the map as you wish, and then click use current viewport as default. When you are done adding that item, click save. A light blue dialog box will appear in the upper right hand corner saying the record was saved successfully.
6. Once the dialog box appears, make sure to click the X in the upper right hand corner to close out of the editor.



Changing the default map view for your Neatline exhibit

1. From the Neatline tab of your Omeka install, click on the title of your Neatline exhibit. The map of your exhibit will appear, most likely centered somewhere in Africa.
2. Zoom and recenter the map to where you would it to land automatically upon opening up your Neatline exhibit. Click styles, and then click use current viewport as default. The default map focus and default map zoom will populate automatically based on where you zoomed and recentered the map. Don’t forget to click save when done.

1. If you're going to be adding multiple georectified maps to this particular Neatline exhibit, you may or may not want to change the default view.

Week Two
July 18: Introduction to Textual Analysis

Instructors: Sharon Leon, Sheila Brennan, and Resident Instructor Lincoln Mullen

Readings

- Cohen, Dan. "Searching for the Victorians." *Dan Cohen*, October 4, 2010. http://www.dancohen.org/2010/10/04/searching-for-the-victorians/.
- Goldstone, Andrew, and Ted Underwood. "The Quiet Transformations of Literary Studies: What Thirteen Thousand Scholars Could Tell Us," May 28, 2014. https://www.ideals.illinois.edu/handle/2142/49323.
- Riddell, Alan Beye. "How to Read 22,198 Journal Articles: Studying the History of German Studies with Topic Models." In *Distant Readings: Topologies of German Culture in the Long Nineteenth Century*, edited by Matt Erlin and Lynne Tatlock, 91–114. Rochester, NY: Camden House, 2014. PDF
- Underwood, Ted. "Seven Ways Humanists Are Using Computers to Understand Text." *The Stone and the Shell*, June 4, 2015. https://tedunderwood.com/2015/06/04/seven-ways-humanists-are-using-computers-to-understand-text/.

Activities

Morning

- Discuss readings
- Digital History Methods: Close and distant reading through application of text and data mining techniques using corpora of texts to find patterns and to visualize those patterns
- Hands-on Session: Use Bookworm to search and identify rhetorical trends in literature found in Open Library
- Demo: Commonalities of all Textual Analysis
    - Finding the right tools for your sources:
      Meaning of words and documents, how do words change over time: Frequency of a term over time; Concordance to a corpus; Named entity recognition; Text reuse; Semantics of documents; Semantics of words.

Afternoon

- Demo: LDA Topic Modeling, https://mimno.infosci.cornell.edu/jsLDA/index.html
- Hands-on Session: Using Voyant Tools, participants will perform word frequency, corpus grid,

corpus summary, and keyword in context analysis
    - Dataset: "Sunday School Books in Nineteenth Century America." *MSU Libraries*, http://www.lib.msu.edu/ssbdata/.
    - If you want to run the Voyant server on your own computer, try this: http://docs.voyant-tools.org/resources/run-your-own/voyant-server/
- Hands-on: How do you form a historical question with textual analysis. Review sites in small groups:
- Group 1: Larry, Kerry, Bethany, Aaron
- Group 2: Marybeth, Joe, Sarah, Paul
- Group 3: Judy R. Alvis, Alan, Anne
- Group 4: Kristen, Michael, Liz, Ely
- Group 5: Tammy, Jess, Tom, Judy G.
- Group 6: Robin, Johann, Steve, Jonathan
    - Viral Texts: http://viraltexts.org/ — Group 1
    - With Criminal Intent: http://criminalintent.org/— Group 2
    - Language of the State of the Union: http://www.theatlantic.com/politics/archive/2015/01/the-language-of-the-state-of-the-union/384575/–Group 2
    - Mapping the State of Union: http://www.theatlantic.com/politics/archive/2015/01/mapping-the-state-of-the-union/384576/ –Group 1
    - Mining the Dispatch: http://dsl.richmond.edu/dispatch/–Group 3
    - America's Public Bible: http://americaspublicbible.org/–Group 4
    - Robots Reading Vogue: http://dh.library.yale.edu/projects/vogue/–Group 3
    - Mining and Mapping the Production of Space: http://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=93–Group 4
    - Declassification Engine: http://www.history-lab.org/research–Group 5
    - Quantifying Kissinger: http://blog.quantifyingkissinger.com/–Group 6
    - Under this name she is fitly described: http://womhist.alexanderstreet.com/moravec-full.html Group 5
    - Signs@40: http://signsat40.signsjournal.org/topic-model/ Group 6

Homework

- Please fill out Survey 2: http://history2016.doingdh.org/midpoint-survey-2/
- Research Planning: Consider how distant reading might apply to individual project
- Watch the Omeka screencast on the Guest User and Contribution plugins: https://vimeo.com/165200216
- Install the Guest User and Contribution plugins to your Omeka install
    - http://omeka.org/add-ons/plugins/contribution/
    - http://omeka.org/add-ons/plugins/guest-user/
    - http://docs.reclaimhosting.com/omeka/uploading-plugins-to-omeka

Extra Material

Zotero Folder – Day 6 – Introduction to Textual Analysis

Previous Day | Next Day

Bookworm tutorial

About Bookworm

- Simple and powerful way to visualize trends in repositories of digitized texts
- Enables you to visually explore lexical trends
- Created by Ben Schmidt, historian, and a group of scholars at the Cultural Observatory
- They created Bookworms using OpenLibrary, ArXiV (science publications), Chronicling America, US Congress (bills, amendments, and resolutions), and Social Science Research Network (abstracts of research papers)
- Their site also has links to Bookworms created by collaborators which include corpuses such as Vogue, Rate my Professor, State of the Union addresses, and more

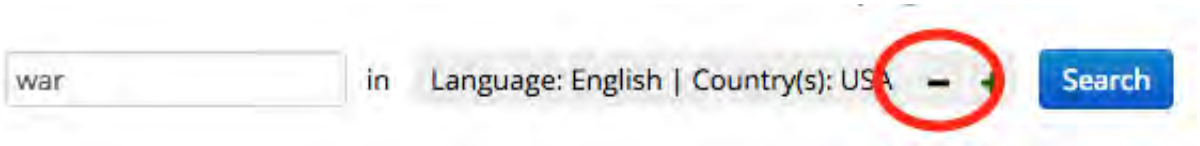
Bookworm: Open Library

Corpus: Open Library

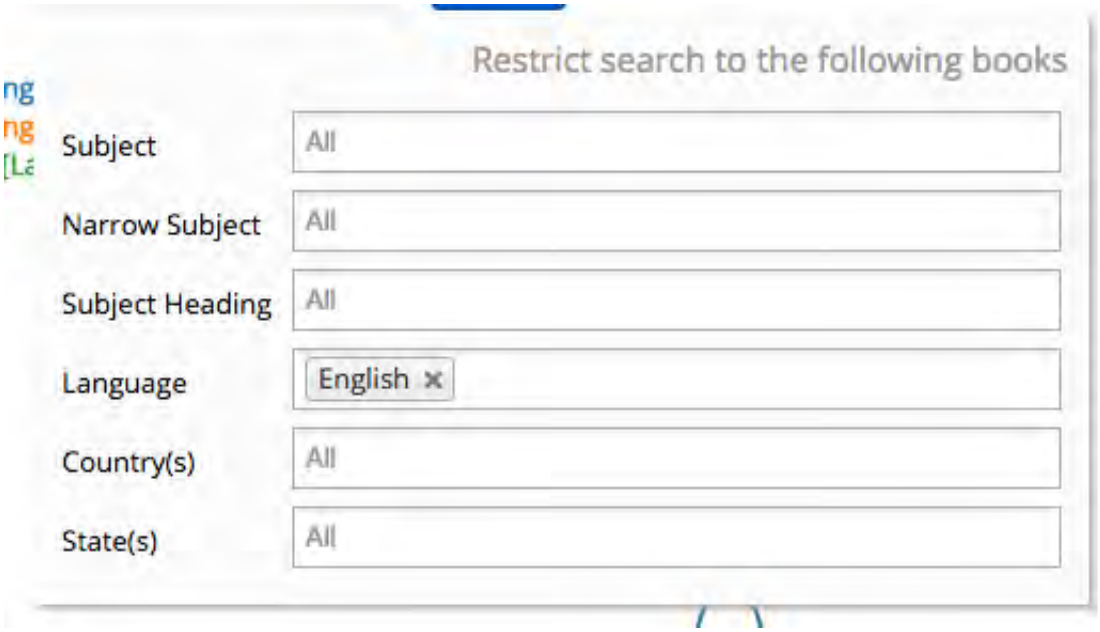
- Project of the Internet Archive
- An open, editable library catalog, building towards a web page for every book ever published
- "One web page for every book" – ex: Girl with the Dragon Tattoo
- Has open domain books – ex: Jane Austen's *Emma* (in case you're tired of Project Gutenberg)

To use

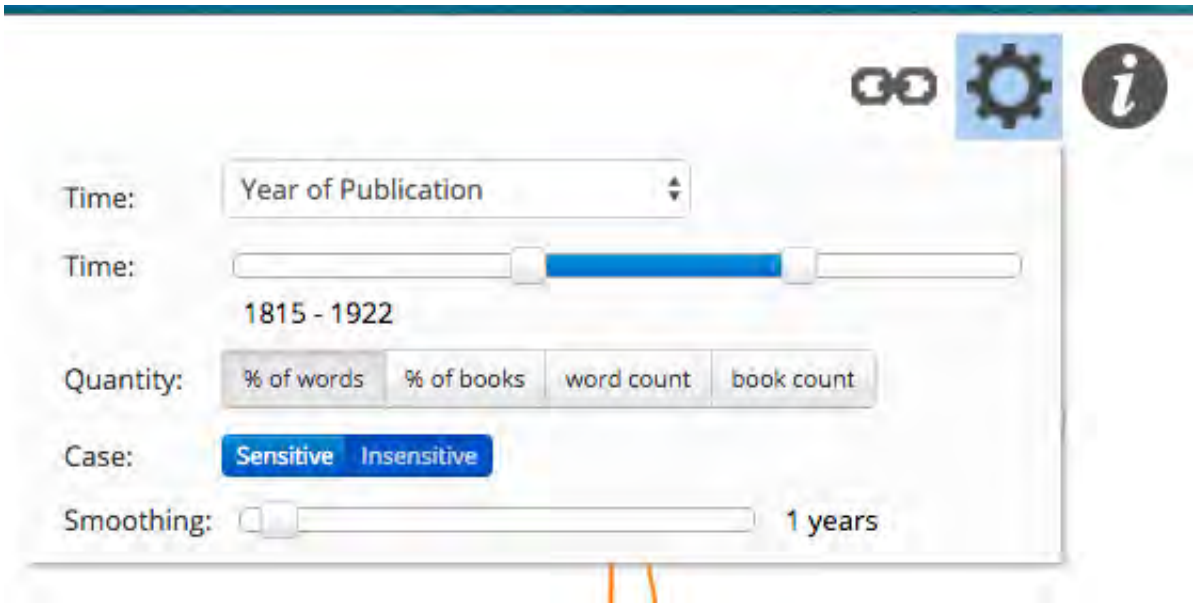
1. Go to the Open Library Bookworm. You will see that the creators have demonstrated how this tool can be used by inputting words. Clear the defaults by clicking the minus sign.



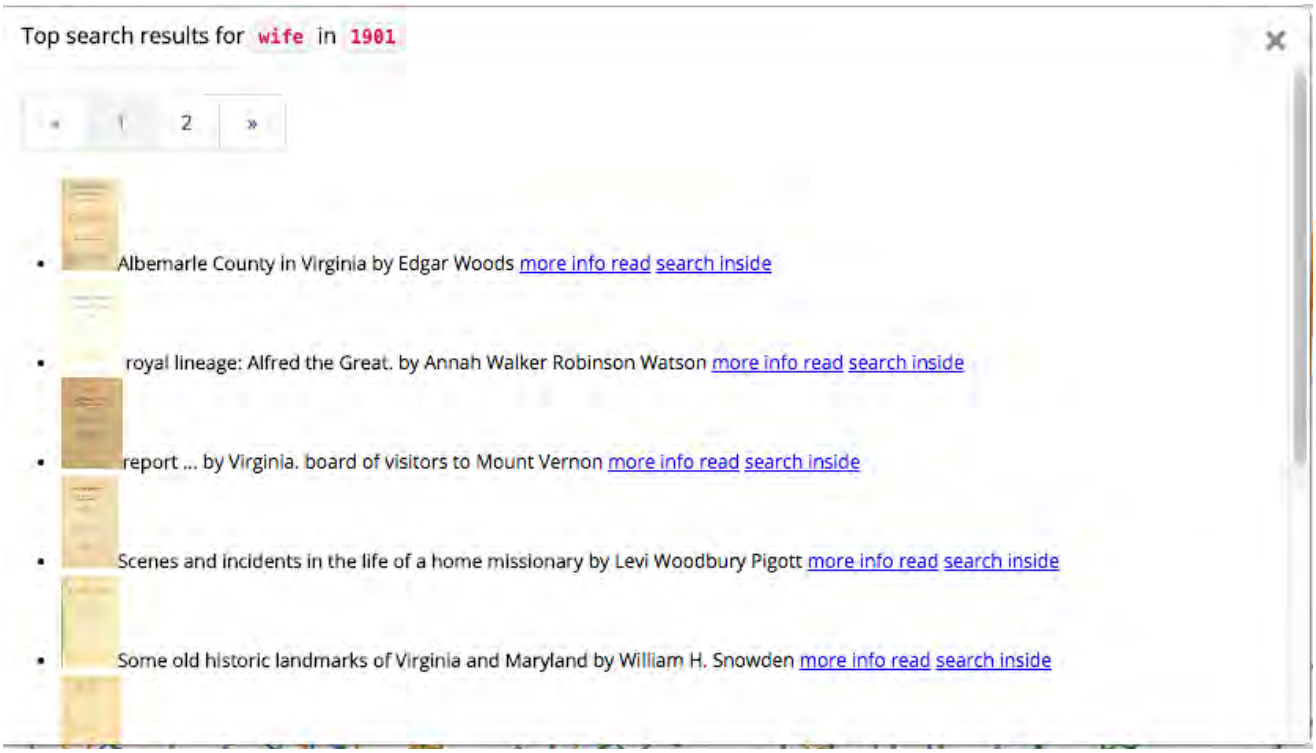
2. Put a word into the search box that you would like to see graphed. You can restrict the search by subject, narrow subject, subject heading, language, country, and state.



3. You can add additional terms using the plus sign. This is helpful if you want to comparatively examine multiple words on the same graph. When done inputting search terms, click search.
4. A graph will appear. Be sure to check what exactly is being graphed on the X and Y axes. By clicking on the gear icon in the top right hand corner, you can further refine the graph by time (dropdown menu and chronology), quantity, case (sensitive or insensitive), and smoothing.



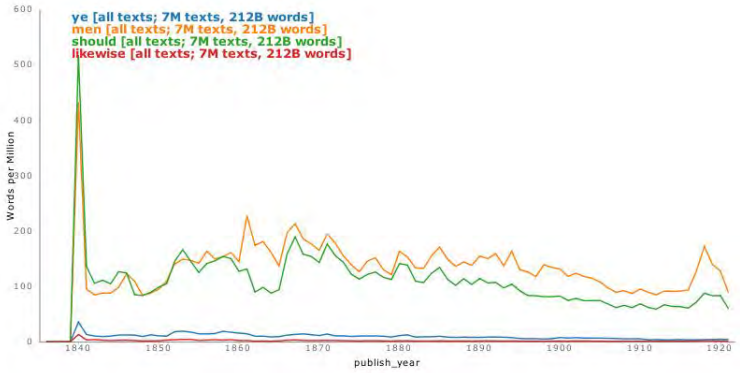
5. By hovering over the graph, you can select various points on the lines that will provide you with links to the texts that contain the words for which you searched.

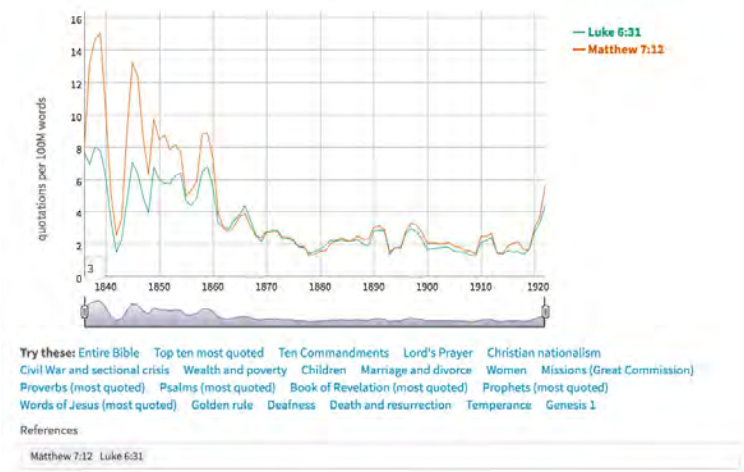


6. If you would like to share your graph, you can download it as a png, jpeg, pdf, or svg by clicking the download arrow. You can also link to it.

Try it out: After looking at Lincoln Mullen's America's Public Bible (which uses the Chronicling America database), try out Chronicling America Bookworm and compare your results

1. Go to Explore the Quotations on America's Public Bible. Choose one of the suggested topics. I chose golden rule.
2. Go to King James Bible Online to search for your selected Bible verse. I looked up Luke 6:31.
3. Go to the Chronicling America Bookworm and input some words from the selected Bible verse. I used ye, men, should, and likewise.
4. Compare the results from Bookworm to those on America's Public Bible. Are they similar or different? Why?





Try these: Entire Bible Top ten most quoted Ten Commandments Lord's Prayer Christian nationalism
Civil War and sectional crisis Wealth and poverty Children Marriage and divorce Women Missions (Great Commission)
Proverbs (most quoted) Psalms (most quoted) Book of Revelation (most quoted) Prophets (most quoted)
Words of Jesus (most quoted) Golden rule Deafness Death and resurrection Temperance Genesis 1

References

Matthew 7:12 Luke 6:31

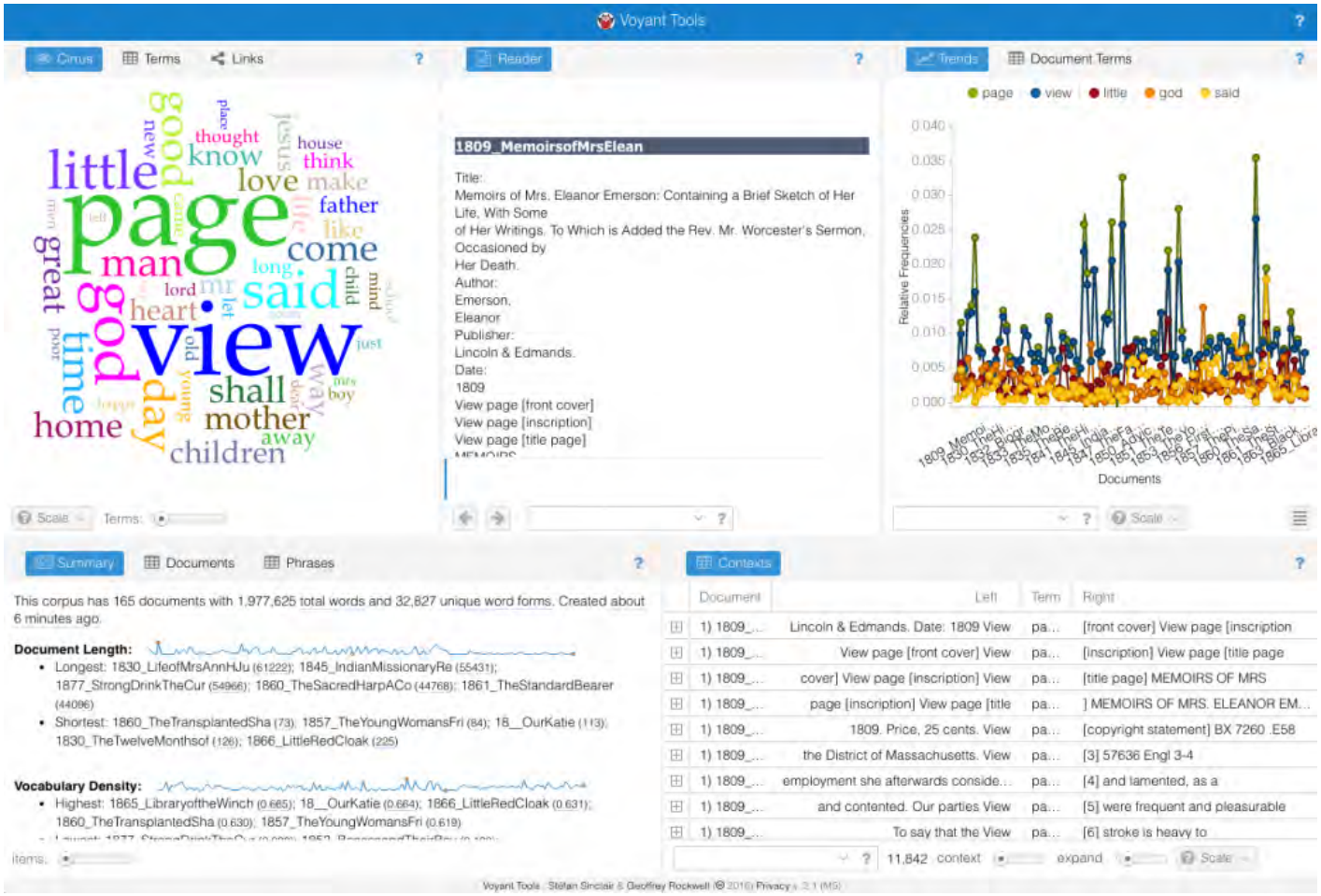
Voyant Tutorial

Voyant is a web-based text analysis environment. The tool allows you to read and explore a corpus of texts using a multi-panel interface. The interactive visualizations that result from these explorations can be embedded in web pages.

Upload a corpus:

1. Navigate to http://voyant-tools.org/
2. Copy and paste link: http://archive.lib.msu.edu/dinfo/sundayschoolbooks/ssb_txt.zip
    - Sunday School Books in 19th Century America from Michigan State University via the "Shaping the Values of Youth" collection. Includes Sunday School Books published between 1807 and 1887. Total of 166 files, hand transcribed. http://www.lib.msu.edu/ssbdata/

3. Click *Reveal*.



Once opened, in what they call the "default skin"- you will see five panels. Each of these is a tool, *Cirrus*, *Reader*, *Trends*, *Summary*, and *Contexts*. These tools interact with one another – if you modify one pane, you'll see another update.

- The appearance of each of these windows can be modified. Place the cursor on the ? symbol and a menu of options will appear. (Note: hover over the titles of these navigation buttons for descriptions.)
    - Export – opens a window in a tab of its own with export options.
    - Choose another tool – opens a dropdown menu with options.
    - Options – to further refine your results (available for some tools)

Tools:

- Cirrus
    - A word cloud that visualizes the top frequency words of a corpus or document.
        - Central location and large size indicate greater frequency.

- Reader
    - Text Reader- displays text for reading.
    - Prospect Viewer- displays an overview of the entire corpus.
- Summary
    - Provides information about the corpus.
- Contexts
    - shows each occurrence of a keyword with surrounding text.
- Trends
    - A line graph that depicts the distribution of a word or words (occurrence across a corpus or document).
- Additional tools can be added using the *Choose Another Tool* button described above.

Export:

- Bookmark a corpus to return to it later:
    - Click Export at the top of the page, select URL for this view. (Note, the team at Voyant indicates that the corpus will "accessible as long as it accessed at least once a month."
- Embed a corpus:
    - Click Export at the top of the page, select "an HTML snippet" and click export for the snippet to appear. Copy and paste the snippet in your page.

July 19: Digital Public History, Sharing Authority, and Communities

Instructors: Sheila Brennan, Sharon Leon, and Guest Instructor Denise Meringolo

Readings

- Selections from Adair, Bill, Benjamin Filene, and Laura Koloski, eds. *Letting Go?: Sharing Historical Authority in a User-Generated World*. Philadelphia: The Pew Center for Arts & Heritage, 2011. PDF
- Dougherty, Jack, and Kristen Nawrotzki. "Part 2: Wisdom of the Crowd." In *Writing History in the Digital Age*, 2012. http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:5/–writing-history-in-the-digital-age?g=dculture;rgn=div1;view=fulltext;xc=1.
- Omeka. *Omeka Contribution Screencast*, 2016. https://vimeo.com/165200216.
- Romeo, Fiona, and Lucinda Blaser. "Bringing Citizen Scientists and Historians Together," 2011. http://www.museumsandtheweb.com/mw2011/papers/bringing_citizen_scientists_and_historians_tog.

Activities

Morning

- Discuss readings
- Digital Methods: Collaboration and community sourcing of scholarly work
    - Coming to digital work as a public historian
- Break
- Hands-on Session: Digital Public History websites –What is Digital Public History?
- Discuss Digital Public History Projects:
  Group 1: Larry, Kerry, Bethany, Aaron
  Group 2: Marybeth, Joe, Sarah, Paul
  Group 3: Judy R. Alvis, Alan, Anne
  Group 4: Kristen, Michael, Liz, Ely
  Group 5: Tammy, Jess, Tom, Judy G.
  Group 6: Robin, Johann, Steve, Jonathan

    - Virtual Watervliet –Group 1
    - Bracero History Archive–Group 2
    - Nevada Test Site–Group 3
    - Baltimore '68–Group 4
    - Our Marathon–Group 5
    - Encyclopedia of Greater Philadelphia–Group 6

- Identifying best practices
    - Identify the target audience for the project
    - Evaluate the project's perspective on authority and community
    - How would you deepen the engagement with this material?

Afternoon

- Hands-on Session: Planning a digital public history project, http://history2016.doingdh.org/week-2-tuesday/planning-a-digital-public-history-project/
    - Case study: Baltimore Uprising and Histories of the National Mall
- Hands-on Session: Platforms for creating crowd sourced projects
- Hands-on Session: Install Contribution and Guest User plugins
- Hands-on Session: Plan in small groups for your own community-based activity or project

Project Consultations

- To schedule a help session with the graduate assistants, fill out this form: http://goo.gl/forms/mXd9LJ58wT7J3oyK2
- Sign up for project consultations with Sharon or Sheila: https://docs.google.com/document/d/1ForAi_Q4tMUWcosHeNaXyb4ZR_-SLcWK69AlPFXjcMw/edit?usp=sharing

Homework

- Identify cultural heritage institutions for possible collaborations and digital public history project.
- Download Audacity http://www.audacityteam.org/

Extra Material

Zotero Folder – Day 7 – Digital Public History, Sharing Authority, and Communities

Previous Day | Next Day

Planning a Digital Public History Project

Follow the outline & find worksheets: http://bit.ly/oah-dph

Make a copy of these and save them to your Google Drive for use later.

1. What is the big idea? What are your goals? (worksheet)
2. Is anyone else doing this? Start an environmental Scan(worksheet)
3. Identify Audiences and Constituencies (worksheet)
4. Conduct User Research and Craft Personas (worksheet)
5. Assess Resources and Content (worksheet)
6. Developing and Maintaining Partnerships (PDF)
7. Pick a Platform & Evaluate Technical Infrastructure (worksheet)
8. Design and build content together, iteratively (worksheet)
9. Test and evaluate with audiences and stakeholders constantly (worksheet)
10. Communicating with and Involving Audiences & Stakeholders(worksheet)

Many of these issues are discussed in great detail in *Building Histories of the National Mall*: http://mallhistory.org/Guide

Resource sheet: Crowdsourcing tools

All information for these resources were taken from the project's websites, about pages, documentation, or Github sites

Crowdcrafting

Crowdcrafting Website

- A web-based service that invites volunteers to contribute to scientific projects developed by citizens, professionals or institutions that need help to solve problems, analyze data or complete challenging tasks that can't be done by machines alone, but require human intelligence
- Anyone can create a new project or contribute to an existing project in Crowdcrafting
- Each project has an information page that has basic descriptions of what & why, how, who, and contact information
- Can publish updates on the project, as well as keep track of how far along the project is
- Can set tasks that need to be completed

Crowdcrafting is useful for

- Crowdsourced projects revolving around images, sounds, videos, PDFs, or tweets
- Can then choose whether you would like contributors to classify, describe, count, or identify the items

Things to watch out for

- Made by scientists, not by humanists
- The metadata you can input is very limited – very basic description of the project and your goals, text fields have character limits
- No review stage – owner of project can't review transcription/classification/etc before it is marked as completed
- Cannot upload files from desktop because they do not host files themselves – have to have Dropbox or Flickr

Project that uses Crowdcrafting: Crime, Sex, and Violence

- Examines the use of crime, sex, violence, and alcohol in pulp comics from the golden age of comics, 1940-1960
- Presents you with a single page that you have to classify as either crime, sex (anything romantically taboo), violence, alcohol (whenever illegal substances are used), advertisement, or none

Crime, Sex, and Violence

Examining the use of Crime, Sex, Violence, and Alcohol in pulp comics from the Golden Age of Comics (1940-1960)

Contribute!

Info
Updates (0)
Results (0)
Tasks
Statistics

Contribute!

Info

0	688	39	425	263
published results	tasks	crafters	tasks done	pending tasks

WHAT & WHY

How do Pulp Comics use interest exploitative subjects (Crime, Sex, Violence, Alcohol) to drive sales by creating interest in their comics? Single comic book pages are presented out of order ask if there is an exploitative subject on this page. The hypothesis is that Pulp Comics would use at least one every page to keep the reader intrigued until the end.

HOW

Identify if there is an element of Crime, Sex, Violence, or Alcohol on the page. Crime and Violence are fairly self-explanatory: anything pertaining to it whether in the act or planning to do it. Alcohol is whenever illegal substances are used. Sex pertains to anything that is romantically taboo, from kissing to blatant sexual activity (although the latter is unlikely for this era)

WHO

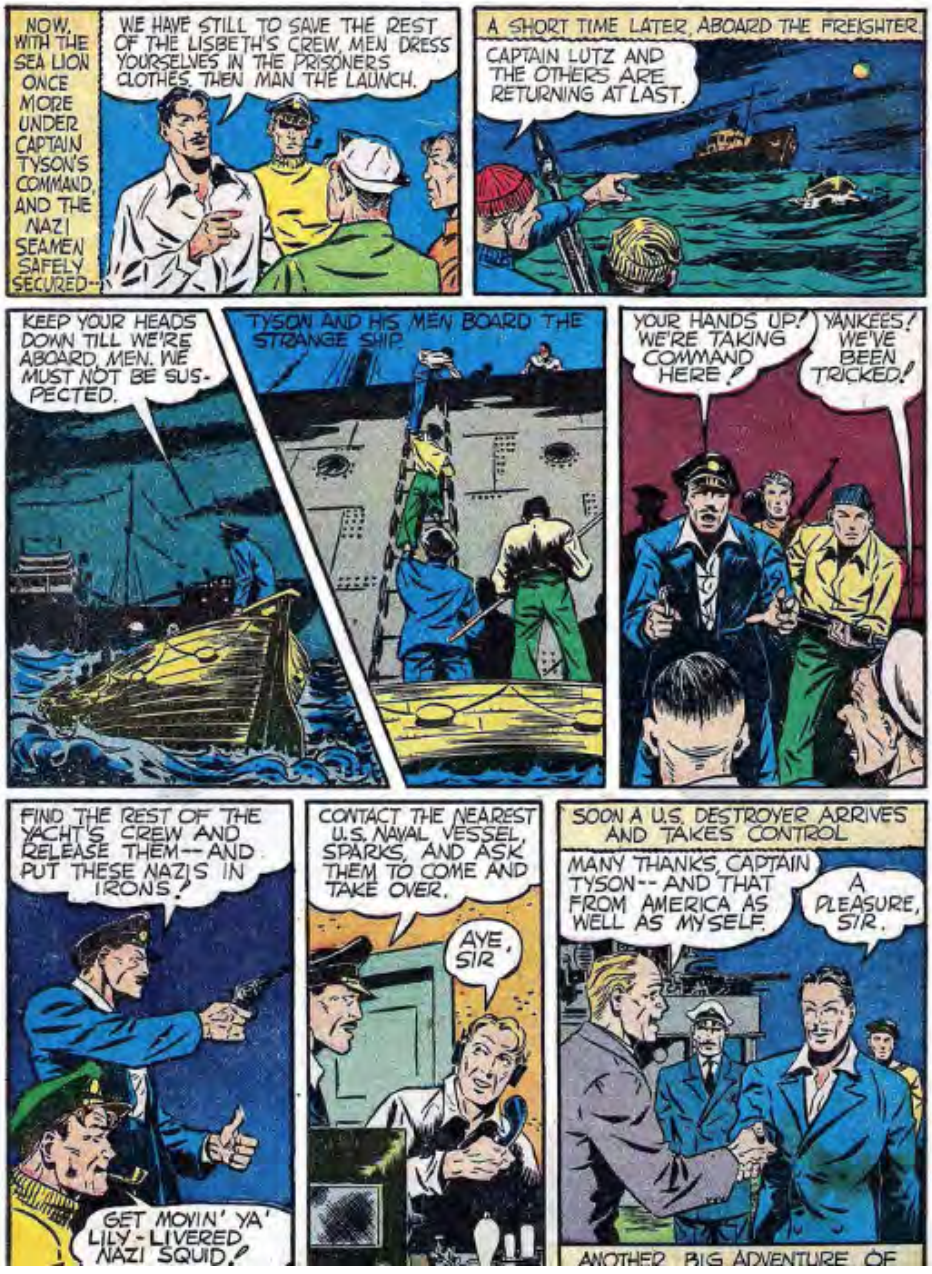
Alexander Habiby, History of the Experiment, Bard College

KEEP TRACK

ah8925@bard.edu

Is there Crime, Sex, Violence, Alcohol, or an Advertisement on this page?

Crime | Sex | Violence | Alcohol | Advertisement | No



Scripto

Scripto Website

- Offered as a plugin for Omeka, WordPress, and Drupal, or any other existing content management system that incorporates document, image, and/or multimedia files
- Allows registered users to view digital files and transcribe them with an easy to use toolbar, rendering that text searchable
- Includes versioning history and editorial controls to make public contributions more manageable
- Requires a dedicated instance of MediaWiki
- Adds the power of wiki technology to the content management system in order to facilitate the transcription of documents
- Two principal functions: editing and transcribing

Scripto is useful for

- Transcription of images and documents
- Designed for institutions and organizations like libraries and museums for small and large scale transcription projects

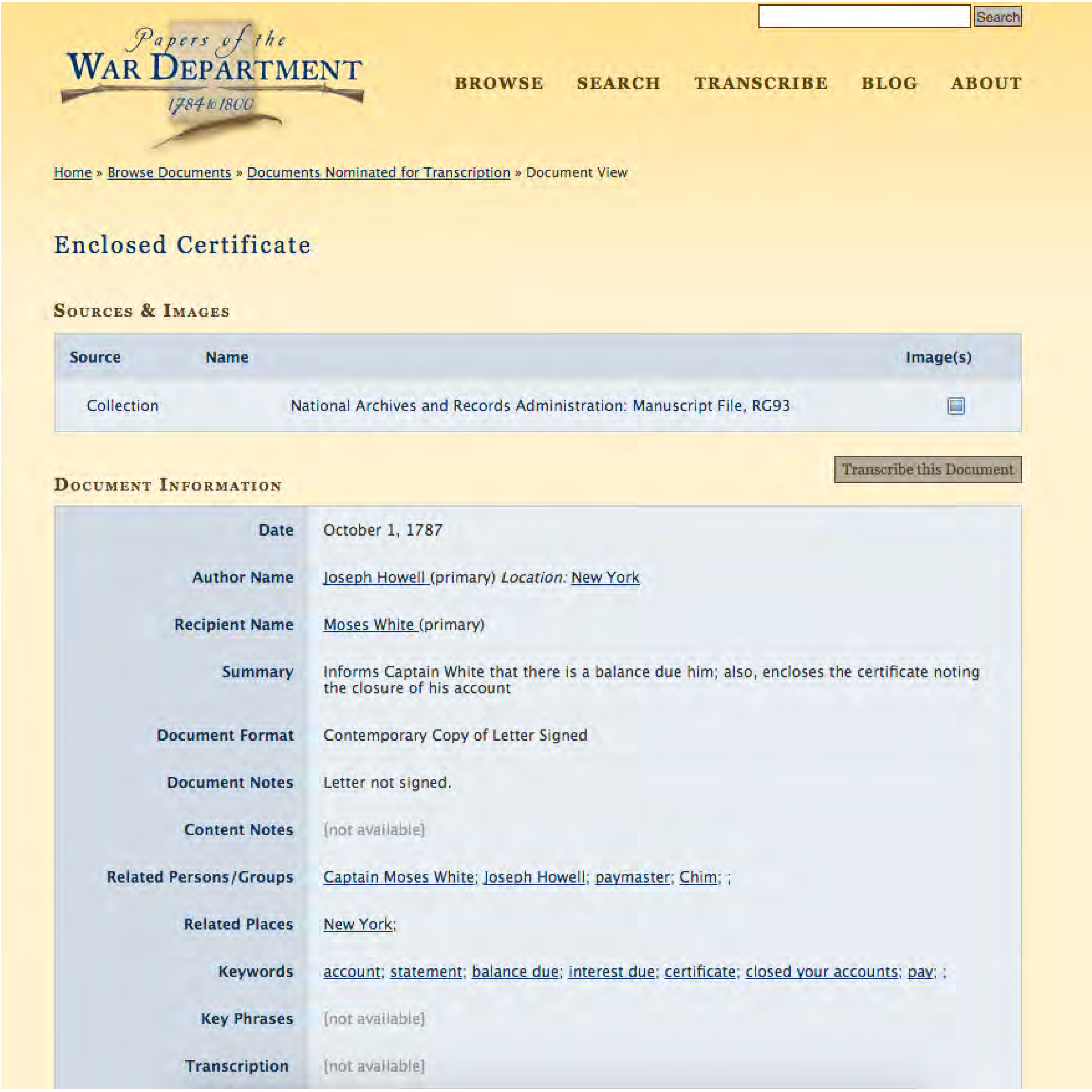
Things to watch out for

- Mediawiki has a slight learning curve

Project that uses Scripto: Papers of the War Department

- PWD has made 45,000+ documents of the early War Department (1784-1800) freely available
- Each document has extensive and searchable metadata linked to digitized images of each documents
- Apart from simply transcribing, contributors also help improve searchability of documents
- Uses a slightly customized version of Scripto

Might also want to check out Making History – Transcribe and DIYHistory – both projects use the Scripto plugin with Omeka



Papers of the War Department 1784 to 1800

BROWSE SEARCH TRANSCRIBE BLOG ABOUT

Search

Home » Browse Documents » Documents Nominated for Transcription » Document View

Enclosed Certificate

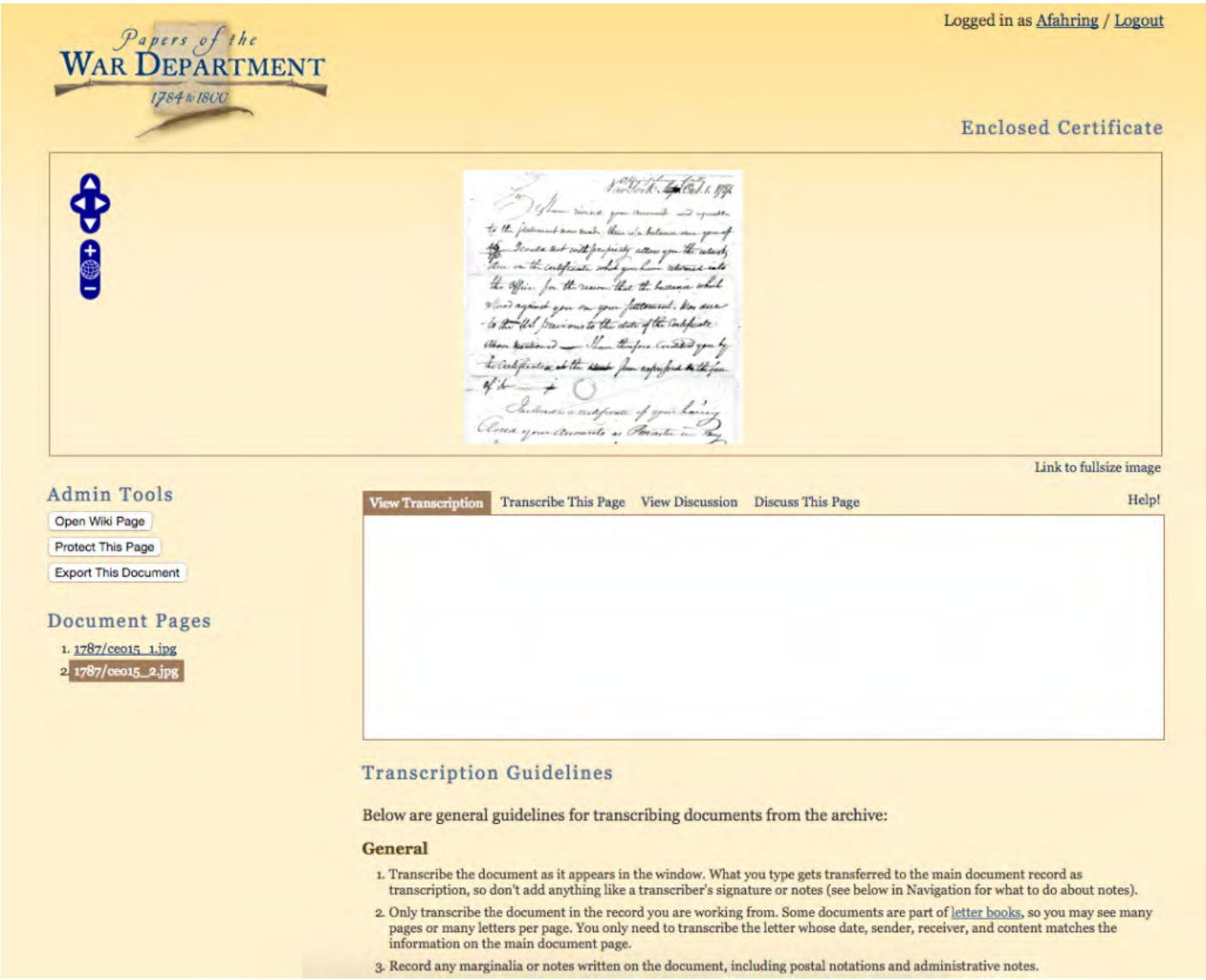
Sources & Images

Source	Name	Image(s)
Collection	National Archives and Records Administration: Manuscript File, RG93	

Transcribe this Document

Document Information

Date	October 1, 1787
Author Name	Joseph Howell (primary) *Location:* New York
Recipient Name	Moses White (primary)
Summary	Informs Captain White that there is a balance due him; also, encloses the certificate noting the closure of his account
Document Format	Contemporary Copy of Letter Signed
Document Notes	Letter not signed.
Content Notes	[not available]
Related Persons/Groups	Captain Moses White; Joseph Howell; paymaster; Chim; ;
Related Places	New York;
Keywords	account; statement; balance due; interest due; certificate; closed your accounts; pay; ;
Key Phrases	[not available]
Transcription	[not available]



This is the administrative view of PWD's front end

Scribe

Scribe Website

- Began at NYPL Labs and Zooniverse
- Configurable, open source framework for setting up community transcription projects
- Establishes the foundation for a developer to configure and launch a project more easily than starting

from scratch
- Breaks the work of the crowd into three task flows: marking (identifying document structure), transcription (data entry), and verification (quality control)
- Accuracy further ensured by automated transcription analysis that helps determine consensus among contributors

Scribe is useful for

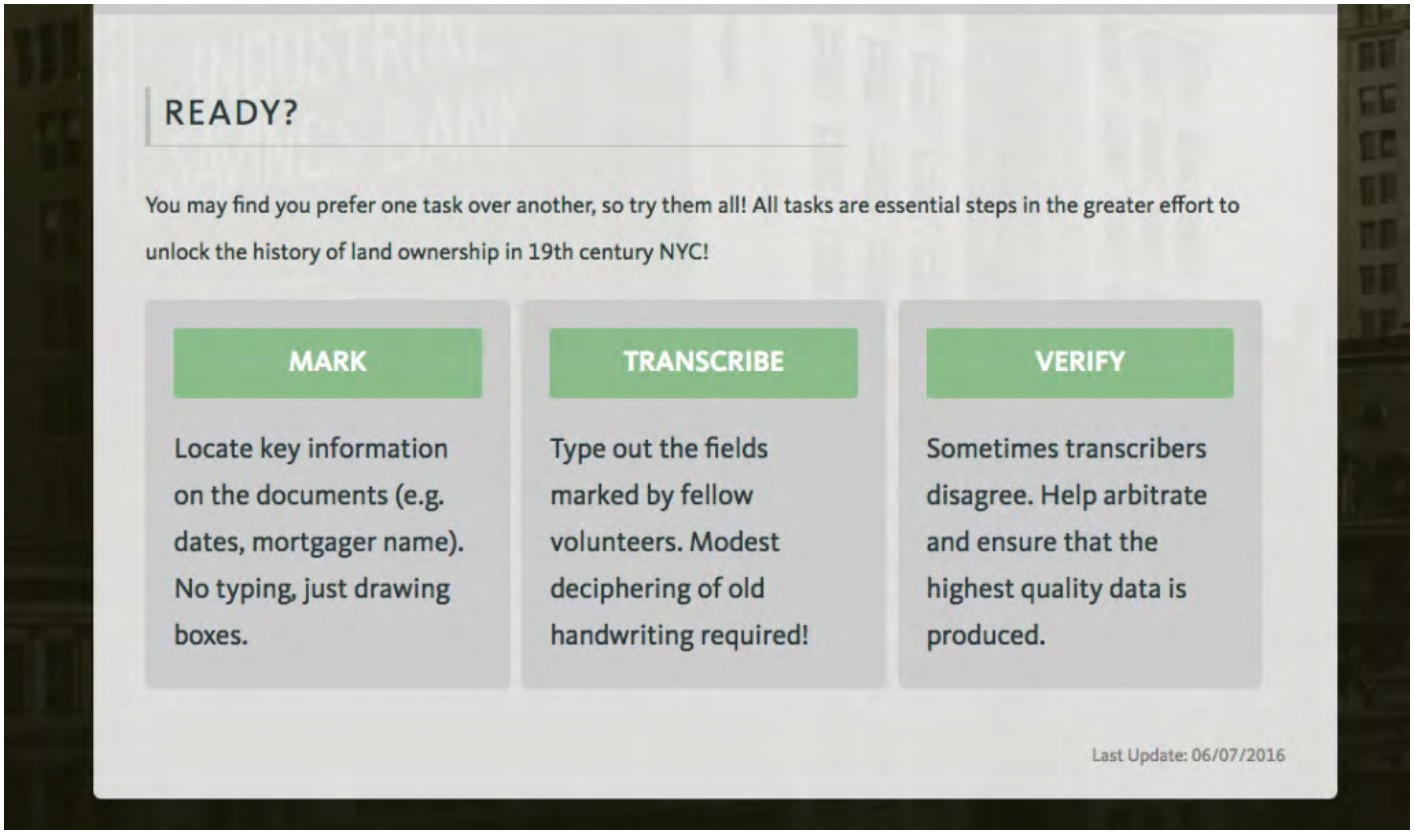
- Transcription projects for handwritten or other OCR-resistant texts
- Particularly geared toward DH, library, and citizen science projects seeking to extract highly structured data from a set of digitized materials (manuscripts, ledgers, catalog cards, etc)
- Projects that involve a division of labor intended to lower barriers to participation and to ensure higher quality results
- In order to ensure Scribe is correct for your project, you have to be able to answer yes to all of the following questions:
    - You have a collection of digital images that you'd like to extract information from, but you don't have the resources to do so yourself
    - You are not looking for full text transcription of your images; rather, you would like to collect specific partial text or metadata from your images
    - You or a member of your team has basic web development experience, specifically with creating a Rails web application

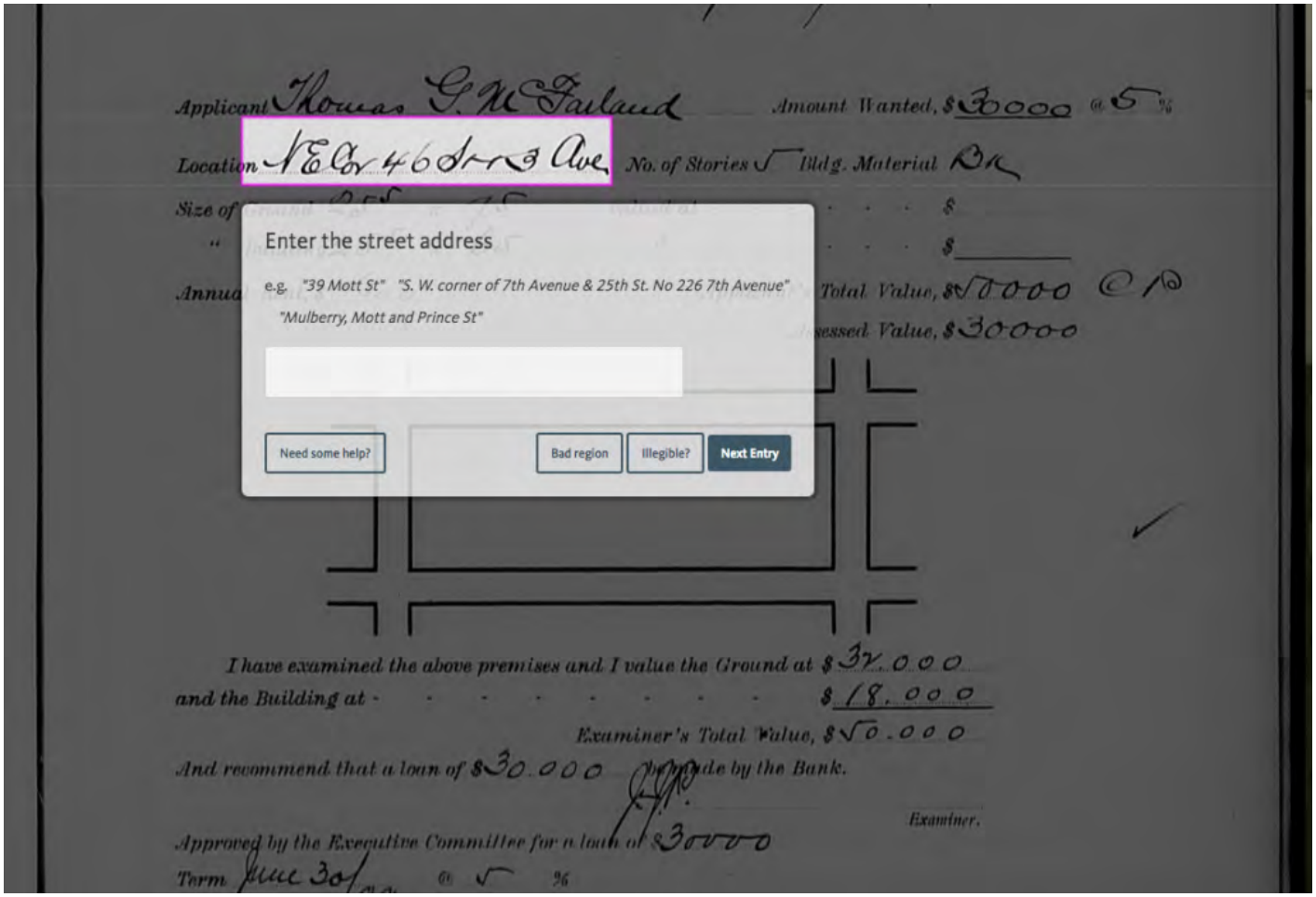
Things to watch out for

- Requires a developer/someone familiar with Github and code

Project that uses Scribe: Emigrant City

- Emigrant Bank founded 1850 by members of the Irish Emigrant society to serve the needs of the Irish immigrant community in New York
- Bank grew to become the seventh largest bank in the US
- Donated to NYPL archival records that are valuable historical and genealogical resources documenting the lives of immigrant families
- Goal of Emigrant City transcription initiative is to produce structured, building-level records for ~6,400 digitized mortgages
- Contributors can mark, transcribe, or verify documents within the collection


READY?
You may find you prefer one task over another, so try them all! All tasks are essential steps in the greater effort to unlock the history of land ownership in 19th century NYC!
MARK
Locate key information on the documents (e.g. dates, mortgager name). No typing, just drawing boxes.
TRANSCRIBE
Type out the fields marked by fellow volunteers. Modest deciphering of old handwriting required!
VERIFY
Sometimes transcribers disagree. Help arbitrate and ensure that the highest quality data is produced.
Last Update: 06/07/2016


Enter the street address
e.g. "39 Mott St" "S. W. corner of 7th Avenue & 25th St. No 226 7th Avenue"
"Mulberry, Mott and Prince St"
Need some help?
Bad region
Illegible?
Next Entry

Transcribe

Choose the best transcription or enter your own!
Original prompt: Enter the mortgager's name
Jane M. Germond
Jame M Germond
Need some help?
None of these? Enter your own
Bad region
Applicant Jane M. Germond
Amount Wanted, $ 23000.-
Material Brick
Annual
otal Value, $ 45500.-
65
I have examined the above premises and I value the Ground at $ 18000.-
and the Building at $ 27500.-
Examiner's Total Value, $ 45500.-
And recommend that a loan of $ 23000.- be made by the Bank

Verify

Guest User and Contribution plugins tutorial

Watch the screencast and read the documentation for the guest user plugin and the contribution plugin.

Worried about spammers? Read this documentation on enabling ReCaptcha.

About the guest user plugin

- Adds an additional user role to your Omeka install
- Works behind the scenes with other plugins, like contribution, without giving guests admin access to your Omeka site
- Allows visitors to contribute items of a type or types of your choice to your Omeka site
- All items remain private until approved by a site administrator
- Contributors can also designate that their items remain permanently private, available only to users with access to the admin interface and not the general public

About the contribution plugin

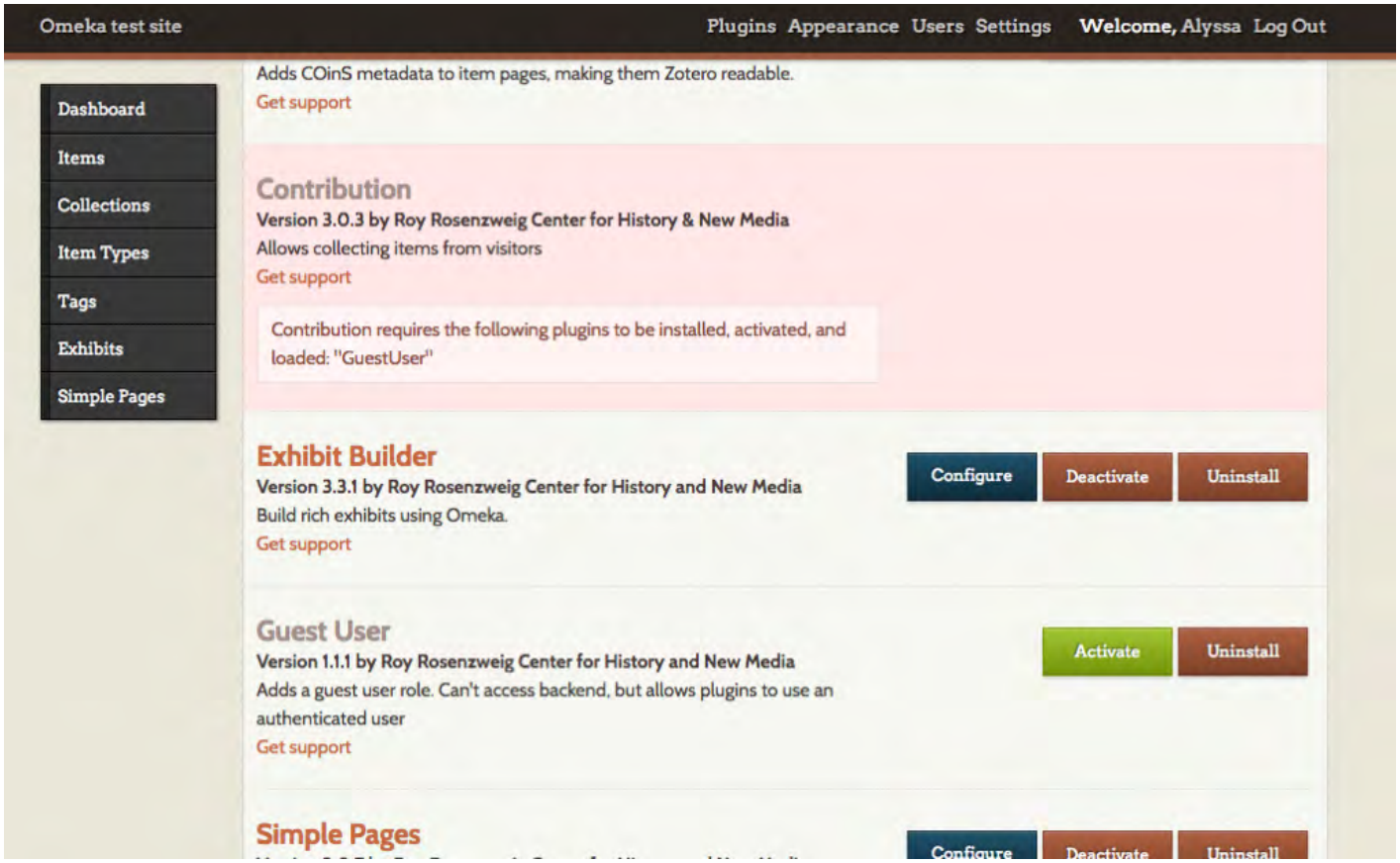
- Provides a new way to collect stories, images, and other files from the public and manage those contributions in your Omeka site as items
- Contributors can share and upload content anonymously and their information will only be available to site administrators
- Can automatically add a ReCaptcha box at the bottom of each form to prevent spam-bots from spamming your site
- All contributions are private by default and require a site administrator to make them public

Installing the plugins

1. Go to Plugins page on omeka.org and locate the guest user and contribution plugins.
2. Download both plugins to your desktop. They should be zipped files.
3. Go to Reclaim, log in to the client area, navigate to the cpanel, and then click file manager.
4. Click public_html > omeka > plugins
5. Click upload (top menu bar), and then either drag and drop the files from your desktop or select the files for uploading. Once the upload has completed, click the link at the bottom of the page to return to the previous screen.
6. You'll see a zip file for your plugins in the plugins folder. Click extract (top menu bar) to extract the plugins.

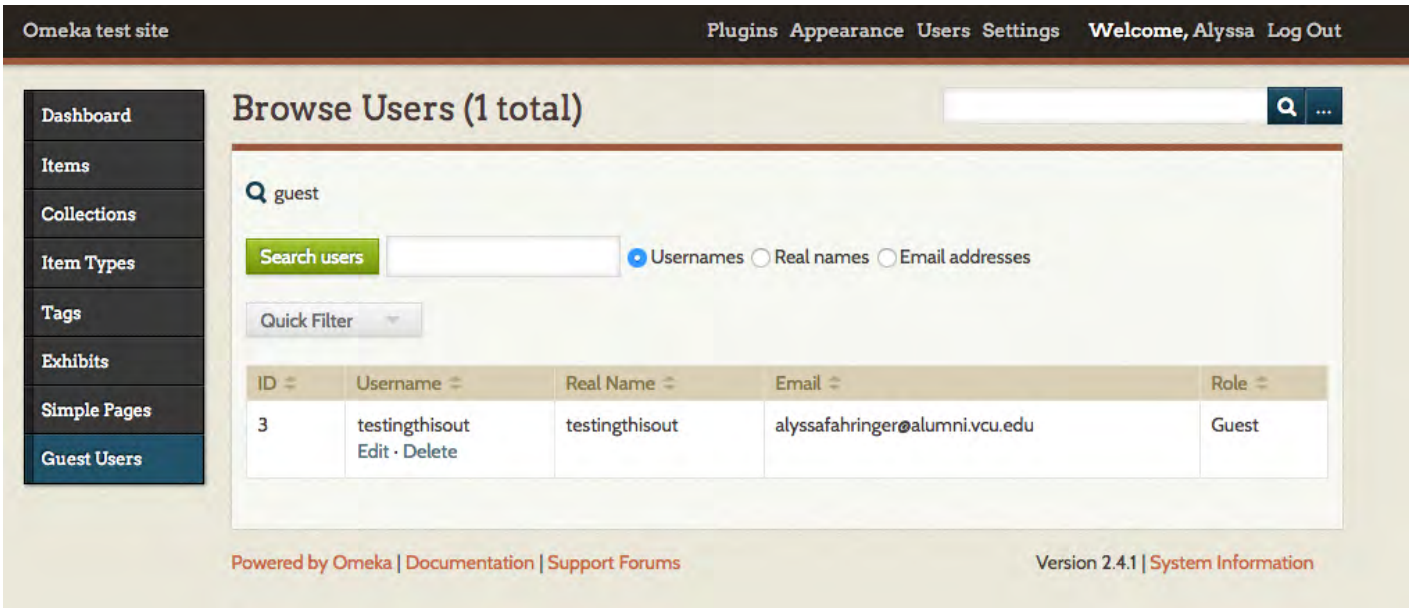
If you get stuck on this step, read Reclaim's documentation on installing Omeka plugins.

Configuring the guest user plugin



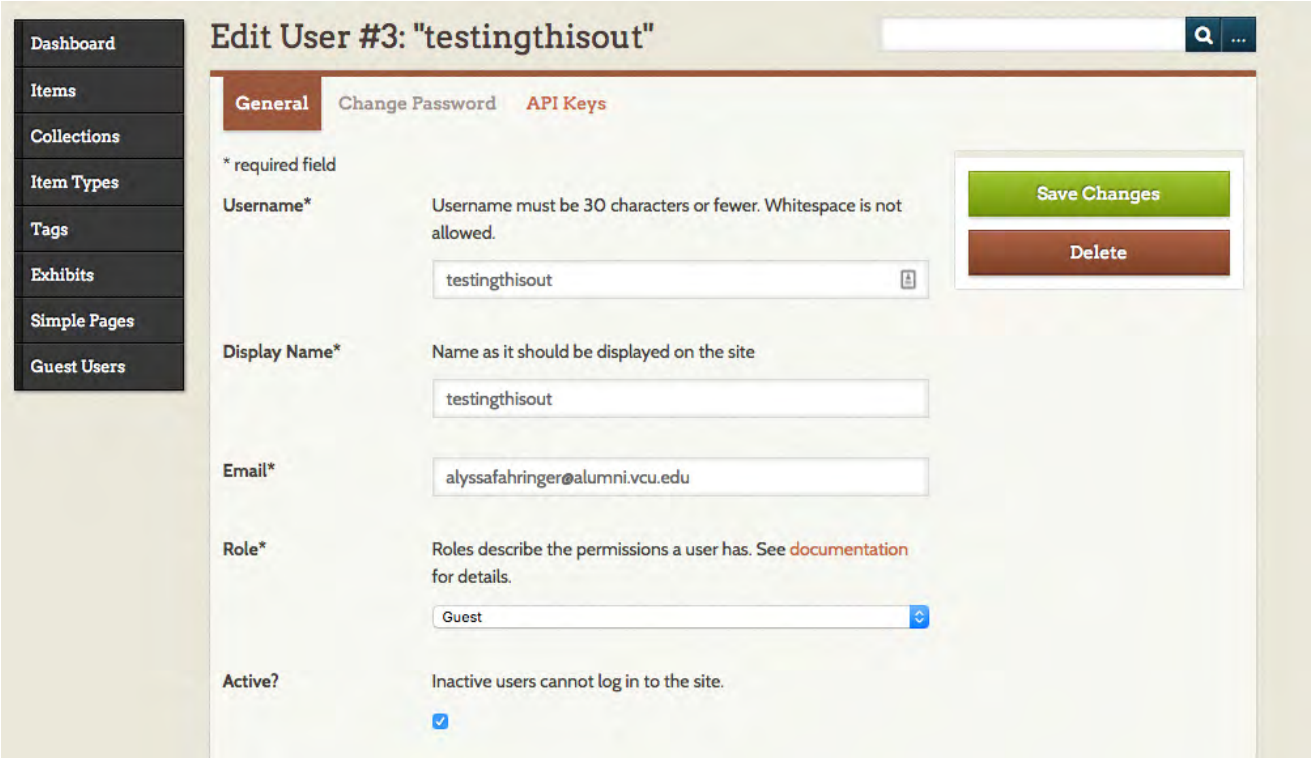
Configuring the guest user plugin

1. Navigate to the admin side of your Omeka install, and click on plugins (top menu bar). You should see the guest user and contribution plugins. You'll first have to install and configure the guest user plugin before installing the contribution plugin, so we'll come back to the contribution plugin in a minute.
2. Click install on the guest user plugin and then you will be automatically redirected to the configuration page. You can enter text into the following fields: registration features, short registration features, dashboard label, login text, and register text. There are also checkboxes for allowing open registration and allowing instant access.



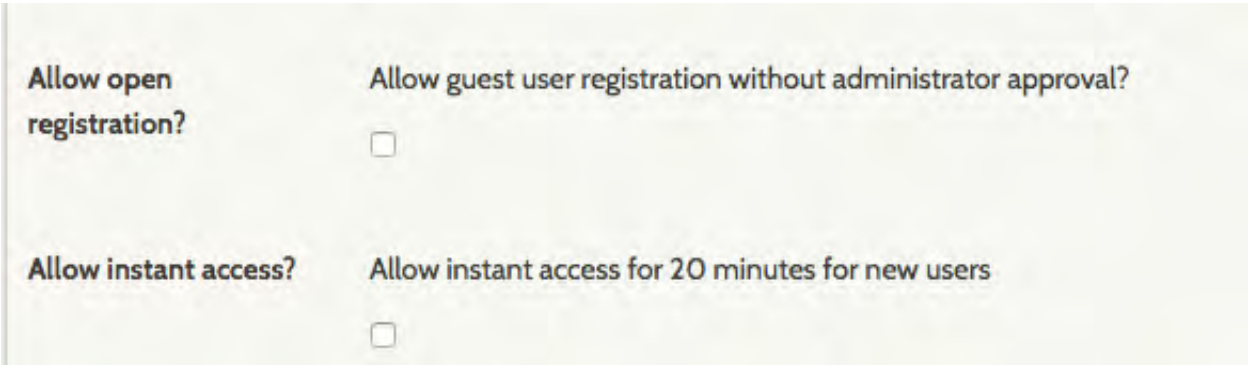
Using the guest user plugin

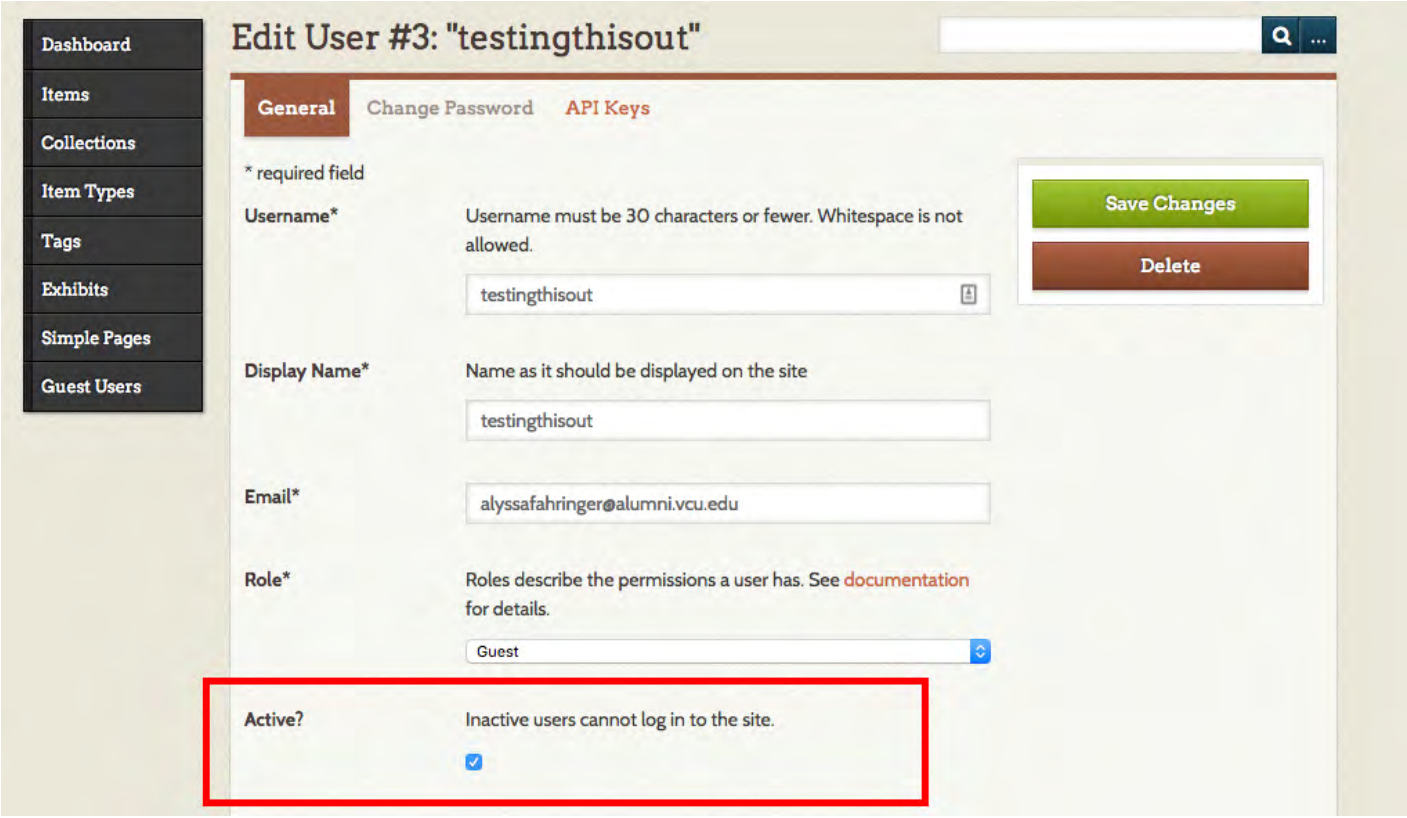
1. Once guest user is installed and activated, you can manage guest users by going to the guest users tab (left hand side navigation menu).
2. Clicking this tab brings you to a browse users page, with a table of the guest users displaying their user ids, username, real name, email, and role. You can also search through the users by username, real name, or email address.
3. To edit a user, click the edit link below their username. There are three tabs on the edit guest user page: general, change password, and API keys.



- Under general you can: change the username, change the display name, update the user's email, change the role of the guest user (not recommended), or make the user active or inactive.
- Under the change password tab, you can enter a new password for the user without knowing their current password.
- You can delete a user by either clicking the delete link under their username, or by clicking edit and then delete.

Activating guest users – only pertinent if you have not checked the allow open registration box when configuring the guest user plugin.





1. Once users have begun signing up to contribute items, you will receive an email asking you to activate their account.
2. Navigate to the admin side of your Omeka install, and click guest user (left hand side navigation menu).
3. Under the username of the guest user awaiting activation, click the link that says edit. From here, click the box that says activate and save changes.
4. The guest user will receive an email saying their account has been approved by an administrator.

Configuring the contribution form

1. Navigate to plugins and activate the contribution plugin.
2. Click on the contribution tab (left hand side navigation menu). The contribution page has three different tabs: getting started, contribution types, submission settings, and contributions.
    - Getting started: Instructions for setting up the form and submission settings.
    - Contribution types: To include questions on the public form, first choose the types of items you wish users to add (document, image, sound, moving images) and then create questions whose answers map to specific metadata fields.
        1. Click on the contribution types tab to select the item types you want contributors to select from on the public form. Read more about managing item types in Omeka here. Story and image types are already selected and you can add other existing types.
        2. Click add a type. Select item type, display name, and whether or not to allow file upload when this type is selected on the form.
        3. By adding an element, you can add metadata fields for information you wish to collect for those specific item types.
        4. When done, save changes.
    - Submission settings: You can enter text in the following fields: contribution slug, contribution confirmation email, new contribution notification emails, text of terms of service, email text to send to contributors. You can check the box to use simple options, and you can also designate the collection contributions will go into and a default contribution type.
    - Contributions: This is the tab is where you can view all submissions that have been received through the public contribution form. It is possible to review and make items public or change

their status. All contributions will also be available to browse and search on the items tab in your Omeka site.

July 20: Working with Sound and other Non-Textual Sources

Instructors: Sheila Brennan, Sharon Leon, and Resident Instructor Michael O'Malley

Readings

- Aske The Floppykat. *Quick Beat Made on the SP 1200*, 2013. https://www.youtube.com/watch?v=SjJWESw3vSY.
- Bergen, Sadie. "History on the Download: Podcasting the Past." *Perspectives on History*, February 2016. https://www.historians.org/publications-and-directories/perspectives-on-history/march-2016/history-on-the-download-podcasting-the-past.
- Graham, S, S Eve, and A Pantos. "Hearing the Past." *Electric Archaeology*, January 5, 2015. https://electricarchaeology.ca/2015/01/05/hearing-the-past/.
- Hardy III, Charles, and Alessandro Portelli. "I Can Almost See the Lights of Home – A Field Trip to Harlan County, Kentucky." *Journal for MultiMedia History* 2 (1999). http://www.albany.edu/jmmh/vol2no1/lights.html.
- "Loudness War." *Wikipedia*, May 6, 2016. https://en.wikipedia.org/w/index.php?title=Loudness_war&oldid=718874923.
- Sterne, Jonathan. "The mp3 as a Cultural Artifact." *New Media and Society* 8, no. 5 (2006): 825–42. http://sterneworks.org/mp3.pdf
- Listen to one episode from a history podcast of your choice: http://mentalfloss.com/article/64415/pod-city-19-history-podcasts-delight-your-brain

Activities

Morning

- Discuss the Readings
- Introduction to collections of sound, sound-based digital projects
    - http://history2016.doingdh.org/week-2-wednesday/multi-media-sites-and-sources/
- Digital Methods: working with sound and media
- Break
- Hands-on Session: Preparing sound/video files for sharing
- Hands-on Session: Use Audacity to work with sound

Afternoon

- Digital Methods: Building arguments with sound and video.
- Hands-on Session: SoundCiteJS

    - http://history2016.doingdh.org/soundcite-tutorial/
- Hands-on Session: Making a podcast
- Break
- Hands-on Session: Using OHMS to tag oral histories
    - Group 1: Larry, Kerry, Bethany, Aaron- Marion McPartland
      Group 2: Marybeth, Joe, Sarah, Paul – Scott Carpenter
      Group 3: Judy R. Alvis, Alan, Anne – Doc Cheatham
      Group 4: Kristen, Michael, Liz, Ely – Jimmy Heath
      Group 5: Tammy, Jess, Tom, Judy G. – Raoul Cunningham
      Group 6: Robin, Johann, Steve, Jonathan – Oliva Ripy

Homework

- Write a short blog post about how you might use sound or video in your class or digital project.

Extra Material

Zotero Folder – Day 8 – Working With Sound and Other Non-Textual Sources

Previous Day | Next Day

Multi-Media Sites and Sources

Projects

- North Carolina State University, Virtual Paul's Cross Project http://vpcp.chass.ncsu.edu/
- Emily Thompson, The Roaring Twenties, an interactive exploration of the historical soundscape of New York City, http://vectors.usc.edu/projects/index.php?project=98
- Robert Blades, Pembroke Soundscapes, http://pembrokesoundscapes.ca/
- Musical Encoding Initiative, http://music-encoding.org/
- Oral History in the Digital Age, http://ohda.matrix.msu.edu/
- International Dialects of English Archive: http://www.dialectsarchive.com/

Sharing, Storing, Discovering Multi-Media

- Soundcloud: http://soundcloud.org
- Free Sound: http://freesound.org/
- Vimeo: https://vimeo.com/
- YouTube: http://youtube.com
- Internet Archive: https://archive.org/
- OHMS: Oral History Metadata Synchronizer http://www.oralhistoryonline.org/
- Who Sampled that? http://www.whosampled.com/

Audio Collections

- UCSB Cylinder Archive: http://cylinders.library.ucsb.edu/index.php
- British Library Sounds Archive: http://sounds.bl.uk/
- National Jukebox, Library of Congress, http://www.loc.gov/jukebox/
- WNYC Archives, http://www.wnyc.org/series/archives-preservation/
- Kunstderfuge (free Midis):http://www.kunstderfuge.com/

Broadcasting Collections

- American Archive of Public Broadcasting, http://americanarchive.org/
- Vanderbilt Television News Archive, http://tvnews.vanderbilt.edu/

Early Film

- Library of Congress, Moving Image Research Center, https://www.loc.gov/rr/mopic/ndlmps.html

Journals

- Journal of MultiMedia, http://scholarsarchive.library.albany.edu/jmmh/

SoundCite Tutorial

Sound embedded with SoundCite in a paragraph of text:

Most history enthusiasts, students, and even scholars know little about the formal properties of music; they lack the knowledge and expertise to make either musical or historical sense of recordings made a century ago. Since they are not trained musicians or musicologists, they cannot hear syncopation, improvisation, (listen) the habanera rhythm , banjo frailing, steel guitar technique, or the specific harmonies used in band arrangements, nor can they assess the significance of these elements. Since they are not specialists in music history, they cannot "hear" the multiple contexts of race, class, gender, and nationality that enabled a given performance and structured the way it was heard at the time.

Try on your own

1. Go to SoundCite: https://soundcite.knightlab.com and Make a Clip.
2. Paste in a link to Soundcloud: https://soundcloud.com/user-196124281/basic-habanera-rhythm
   or with mp3 on my server and Click "Load":
   http://sheilabrennan.org/workshopfiles/habanera.mp3
   http://sheilabrennan.org/workshopfiles/stlouisblues.mp3
3. Make the clip a little shorter, decide what you want the linked text to say, using the controls provided, and click Create Clip. Keep this browser window open.
4. In a new browser window, log in to your WordPress blog to test embedding the audio clip. Add a new page.
5. Once your page is open, be sure to switch the Text view.
6. Paste the code listed in Section 3, Embedding, in SoundCite, at the top of your page. If you are not in the Text view, this will not save and your audio will not properly embed.
7. Paste the clip's embed code from Section 2 you created in SoundCite and paste that into your page, and as well as some other text, to see how it looks.
8. Save or publish your page to see the results.

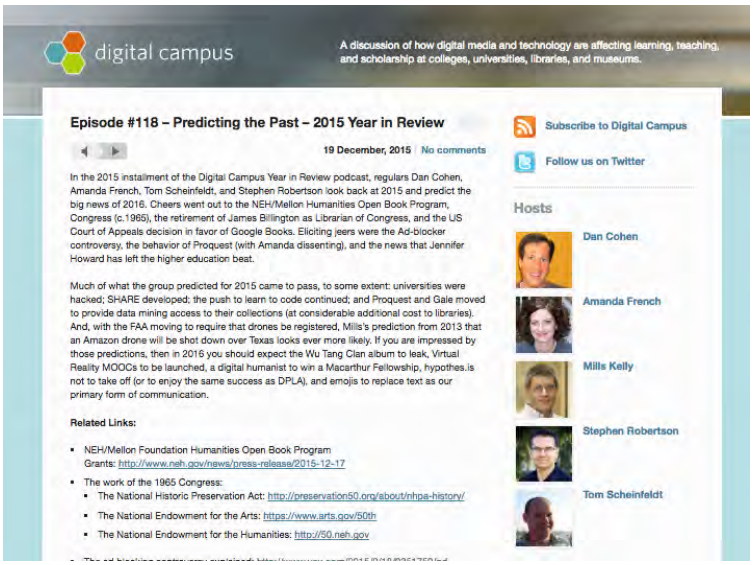
Podcasting

Discussion of podcasts:

- Which did you listen to?
- How are they structured?
- What makes a good podcast?
- What makes a bad podcast?
- What work do you think went into each one?
- Why would you make one?

Digital Campus **(http://digitalcampus.tv/)**

Hosts (Dan Cohen, Amanda French, Mills Kelly, Stephen Robertson, and Tom Scheinfeldt) are joined by various guests for a discussion of how digital media and technology are affecting learning, teaching, and scholarship at colleges, universities, libraries, and museums.



1. Research
    - content development
    - theme/subject matter
    - timely, meaningful, useful

Podcast 114: Potential Stories for Discussion

For the most part, it is all Apple Watch all the time.

- How the Apple watch measures up.
- functionality is lousy in some cases, like online shopping.
- rejection of certain types of apps....
- the challenge of designing games for the new watch
- Why people buy it when they don't know why they want it.

Google Launches "Project Fi" wireless service and another article

- it will compete with other wireless companies

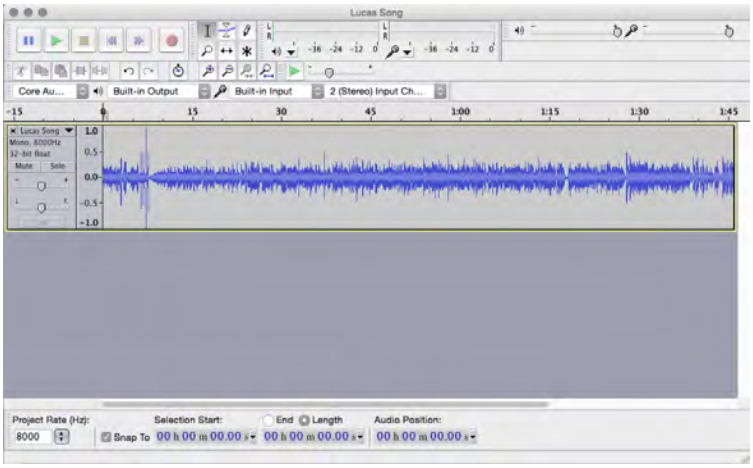
Quantified Life 2.0 - Baby Onesie Tech

Crystal - the app that helps you avoid conflict by revising your emails - it suggests language changes and choices based on data it is able to collect about the recipient of your email.

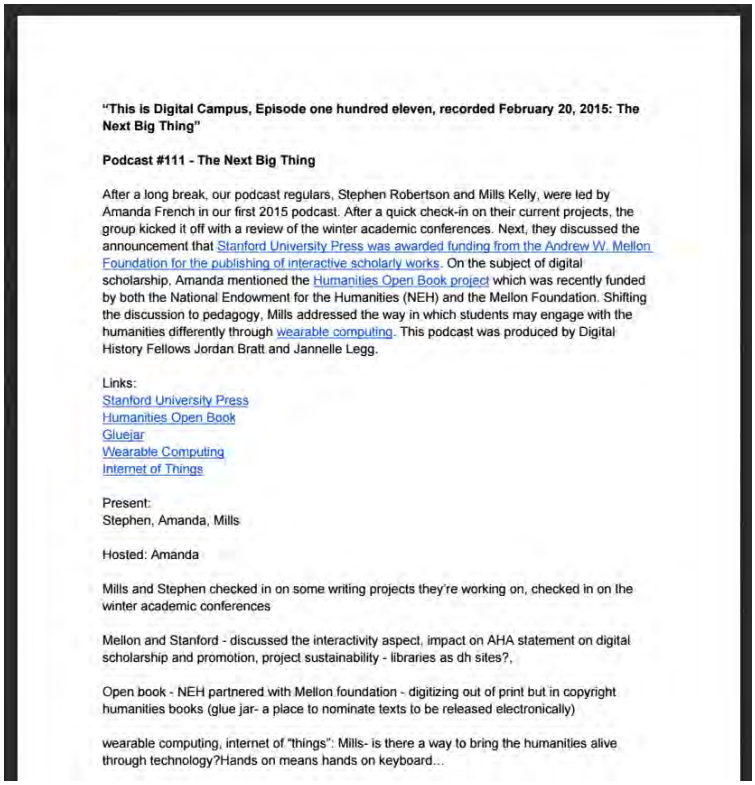
Interesting Gender dynamics in a study on faculty hiring practices in STEM fields

Comcast - Time Warner merger cancelled

1. Prep:
    - Narrow content
    - Edit/prepare stories or script
    - Develop structure/segments
2. Recording:
    - The importance of technology and location
    - Call-in discussion from different places



1. Post-Processing:
    - Notes on discussion
    - Editing audio
    - Creating/producing



"This is Digital Campus, Episode one hundred eleven, recorded February 20, 2015: The Next Big Thing"

Podcast #111 - The Next Big Thing

After a long break, our podcast regulars, Stephen Robertson and Mills Kelly, were led by Amanda French in our first 2015 podcast. After a quick check-in on their current projects, the group kicked it off with a review of the winter academic conferences. Next, they discussed the announcement that Stanford University Press was awarded funding from the Andrew W. Mellon Foundation for the publishing of interactive scholarly works. On the subject of digital scholarship, Amanda mentioned the Humanities Open Book project which was recently funded by both the National Endowment for the Humanities (NEH) and the Mellon Foundation. Shifting the discussion to pedagogy, Mills addressed the way in which students may engage with the humanities differently through wearable computing. This podcast was produced by Digital History Fellows Jordan Bratt and Jannelle Legg.

Links:
Stanford University Press
Humanities Open Book
Gluejar
Wearable Computing
Internet of Things

Present:
Stephen, Amanda, Mills

Hosted: Amanda

Mills and Stephen checked in on some writing projects they're working on, checked in on the winter academic conferences

Mellon and Stanford - discussed the interactivity aspect, impact on AHA statement on digital scholarship and promotion, project sustainability - libraries as dh sites?,

Open book - NEH partnered with Mellon foundation - digitizing out of print but in copyright humanities books (glue jar- a place to nominate texts to be released electronically)

wearable computing, internet of "things": Mills- is there a way to bring the humanities alive through technology?Hands on means hands on keyboard...

1. Posting:
    - Creating a narrative summary of the podcast
    - Creating links to sources, tagging
    - Uploading files

Episode #113–You Can't Trust Everything on the Web

13 April, 2015 | No comments

On this episode of Digital Campus, host Mills Kelly, along with Dan Cohen, Amanda French, and Stephen Robertson discuss the role of technology in the classroom and some of history's most teachable moments courtesy of the US Postal Service.

To begin, everyone weighs in on the Maya Angelou stamp controversy and whether or not quotation inaccuracies are getting worse because of the internet. Then the crew discusses a recent survey by the Bill & Melinda Gates Foundation which found that only 20% of college and university professors have used "high-tech teaching methods." Dan argues that the majority of professors default to textbook teaching just to get the job done. While professors lack digital diversity, the group then shifts to discussing whether the Apple watch could cause problems in the classroom. Could widespread adoption of wearable technology lead to easier cheating? The podcast wrapped up by congratulating Amanda on being elected to the THAT Camp counsel for another year and the announcement that THAT Camp has switched to Reclaim Hosting.

Related Links:

- Book author Joan Walsh Anglund Says of Angelou stamp: 'That's my quote' — the Washington Post
- Professors Know About High-Tech Teaching Methods, but Few Use Them — Chronicle of Higher Education
- U.S. Postsecondary Faculty in 2015: Diversity in People, Goals And Methods, But Focused on Students — Survey by the Bill & Melinda Gates Foundation
- Apple unveils Apple Watch and new MacBook — the Guardian
- THATCamp Council Elections
- Reclaim Hosting

Running time: 41:28

Download the .mp3

Categorized under Apple, Apple Watch, teaching, THATCamp, wearable technology

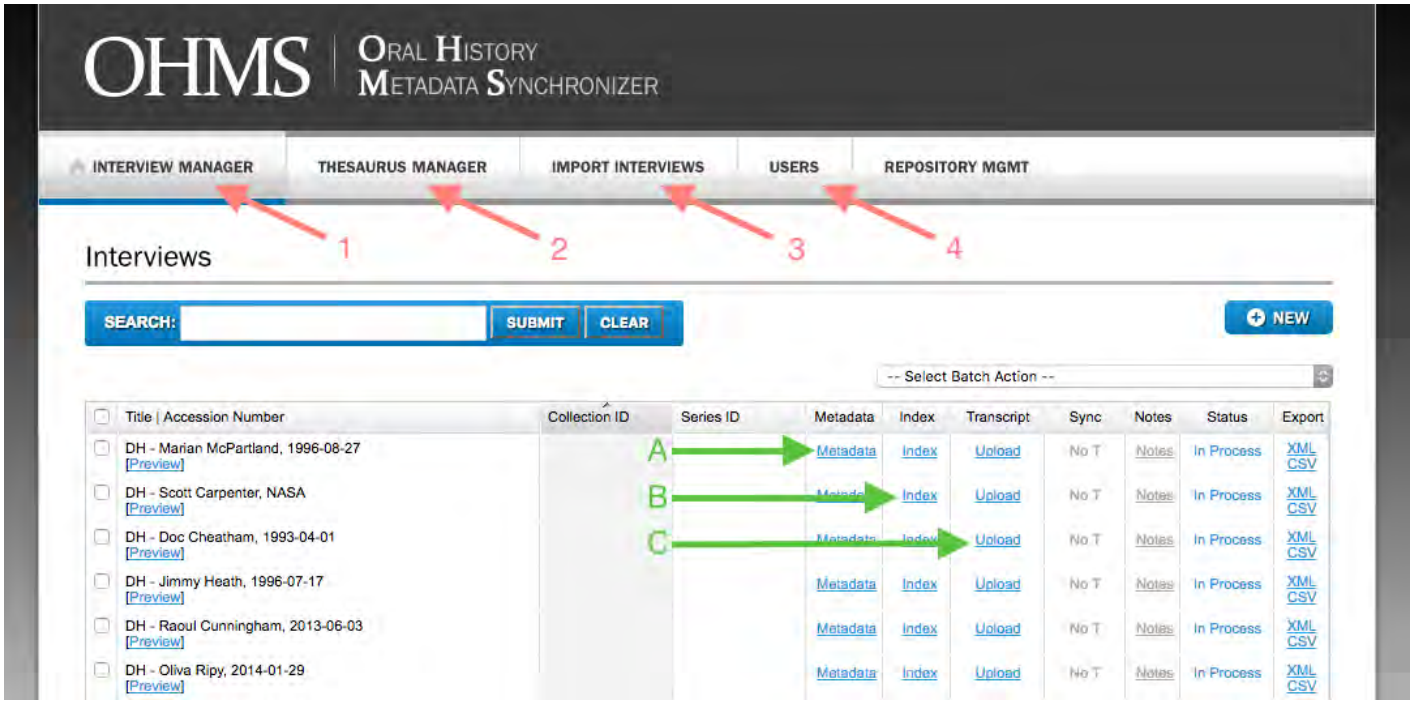
OHMS Tutorial

The Oral History Metadata Synchronizer is a tool developed at the Louie B Nunn Center for Oral History at the University of Kentucky. It is designed to increase efficient access to oral histories. The system uses interoperable/sustainable file-formats and non-proprietary software to allow visitors to engage with oral histories more meaningfully.

Two parts:

1. OHMS application:
    - a web-based application that allows users to: import interviews, create metadata, time-code transcripts, and index interviews. This content is exported as an XML file (eXtensible Markup Language). These files must be placed on a server.
    - must have an account
2. OHMS viewer:
    - a user interface that loads synced video/audio files, metadata, and transcript from the XML file.
    - works with content management systems.

OHMS Application Interface:



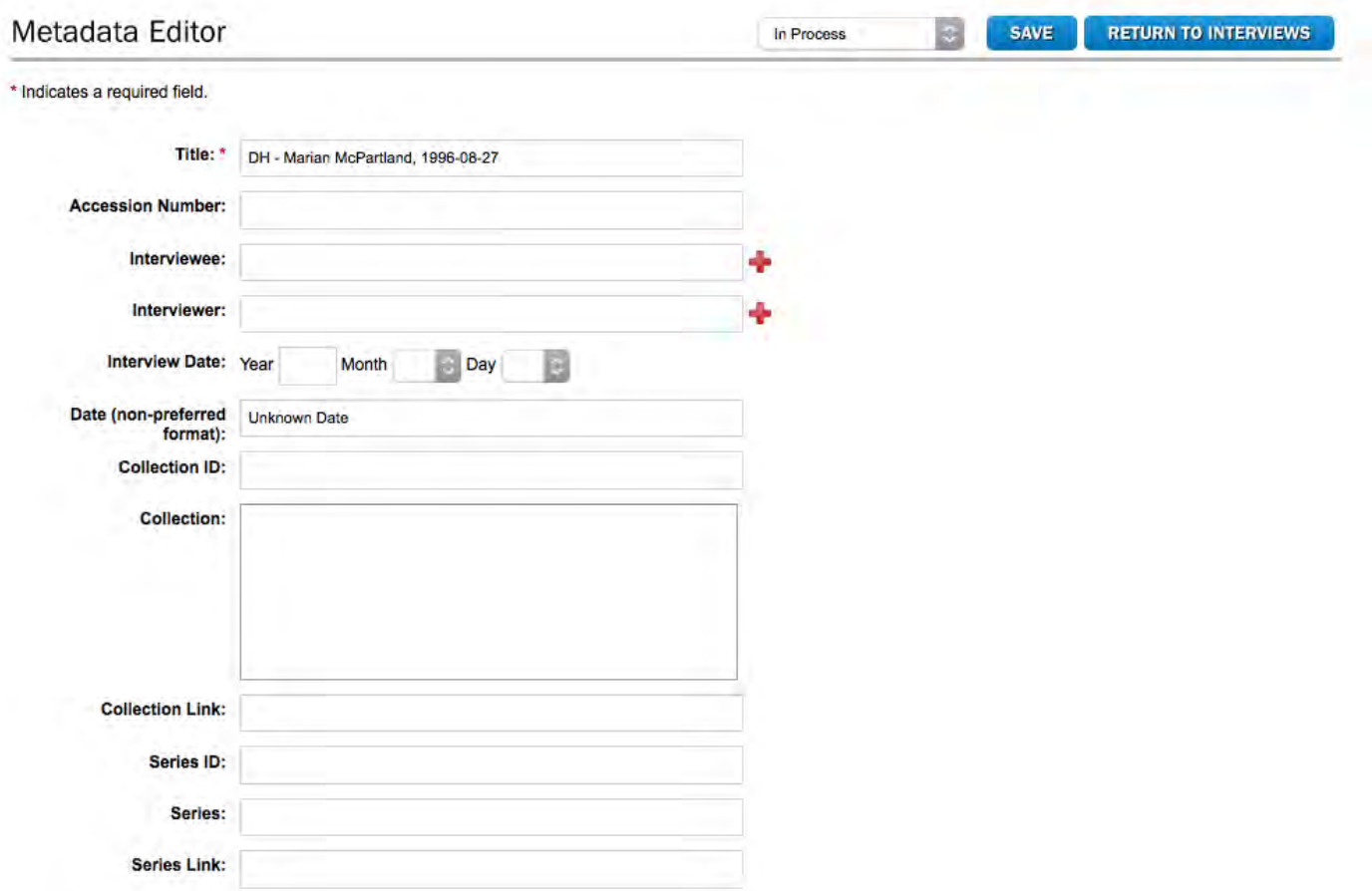
1. Interview Manager (1)
    - Metadata Manager (A)

    - Indexing Module (B)
    - Transcript Synchronization Module (C)
2. Thesaurus Manager (2)
3. Interview Import (3)
4. User Management (4)

Metadata Editor:

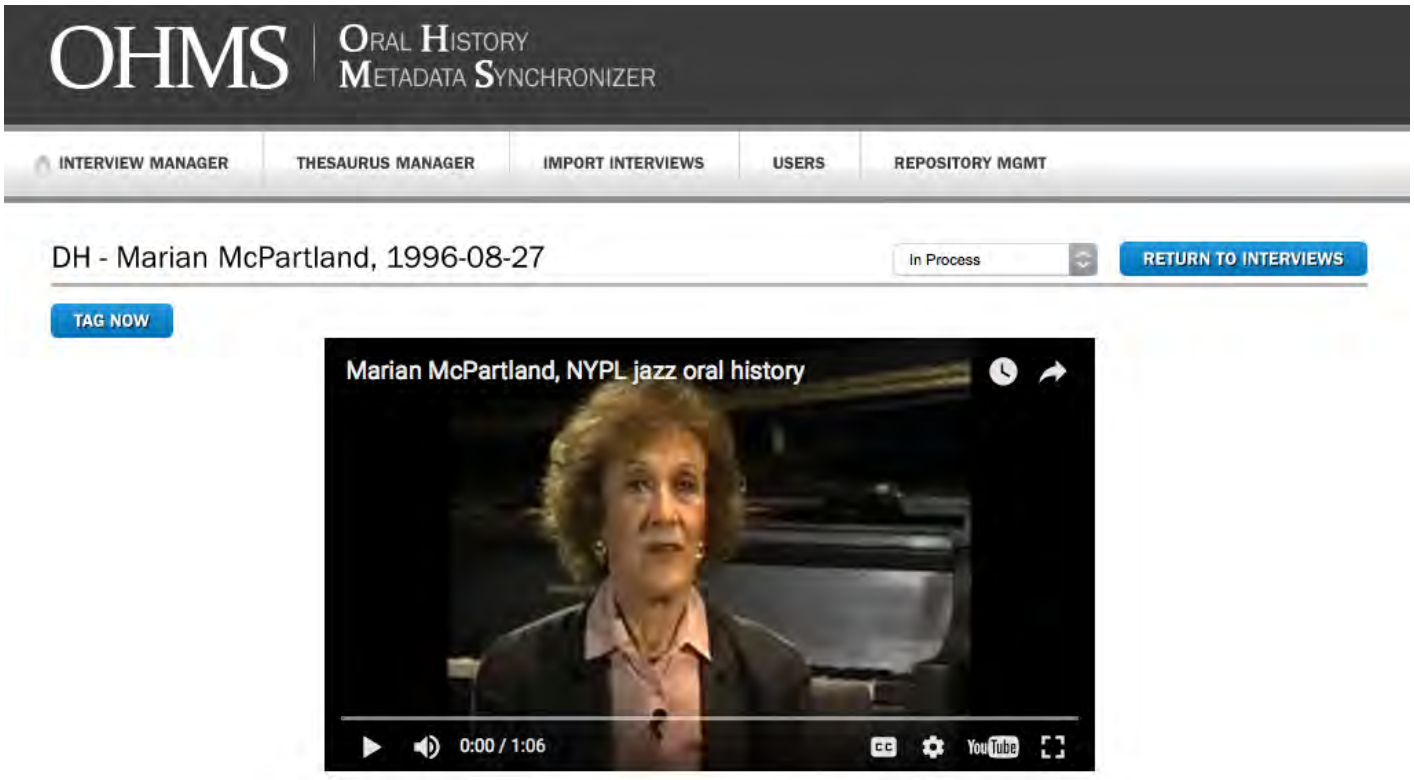
Metadata can be created or imported in OHMS.

1. From the Interview Manager, select the *Metadata Editor* for the interview you would like to edit.
2. Each interview must have at least three metadata fields:
    1. *Title*
    2. *Media Format*
    3. Media Connection – depending on the connection type, this includes; *Media URL*, *Media Host ID Information*, and/or an *iFrame Embed Code*.
3. Note: not all the fields will be visible in the viewer, however, all will be exported and can be indexed.

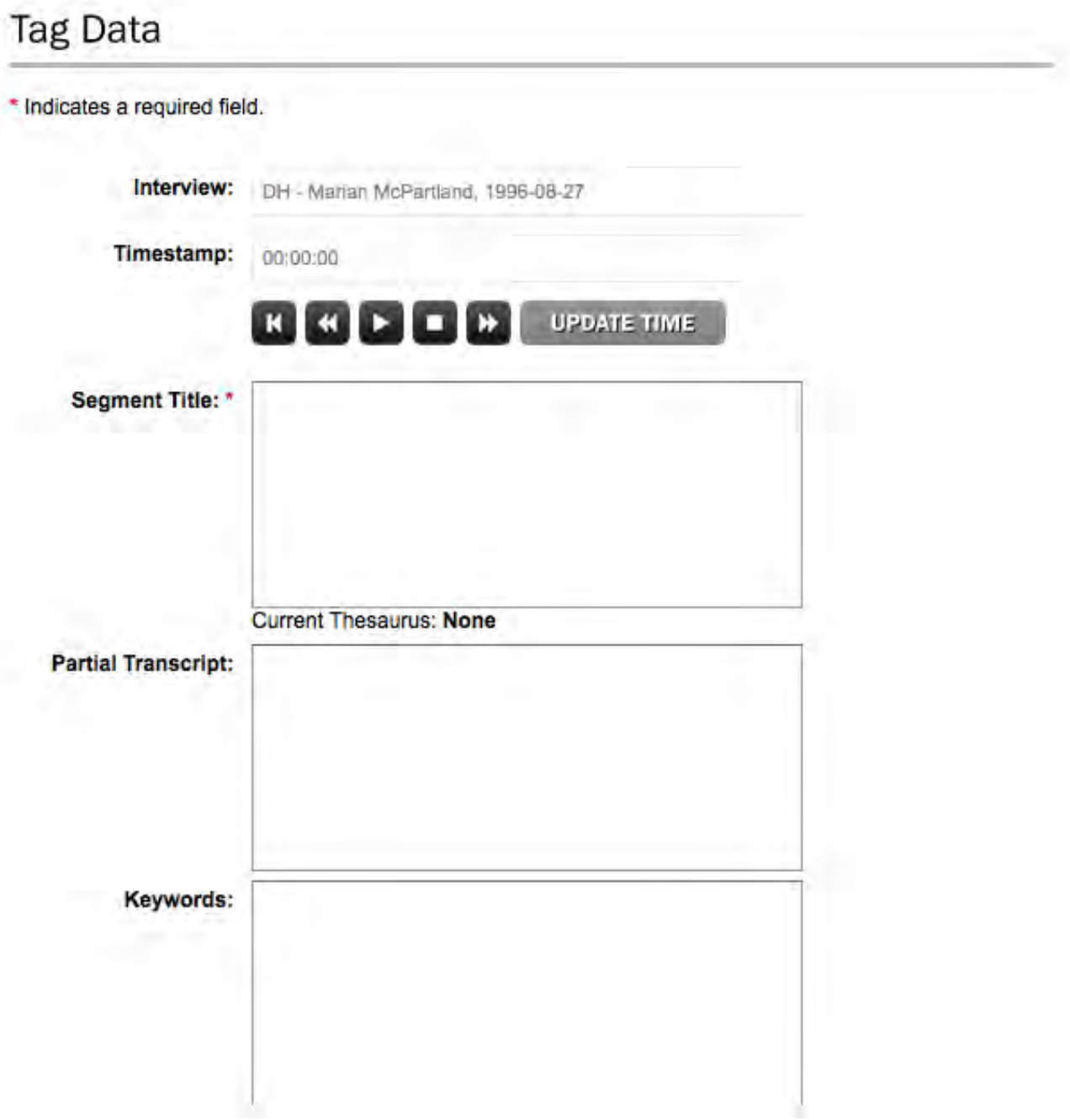


Indexing Module:

- From the Interview Manager, select *Index* for the interview you would like to edit.
- In the module, click play on the media player.



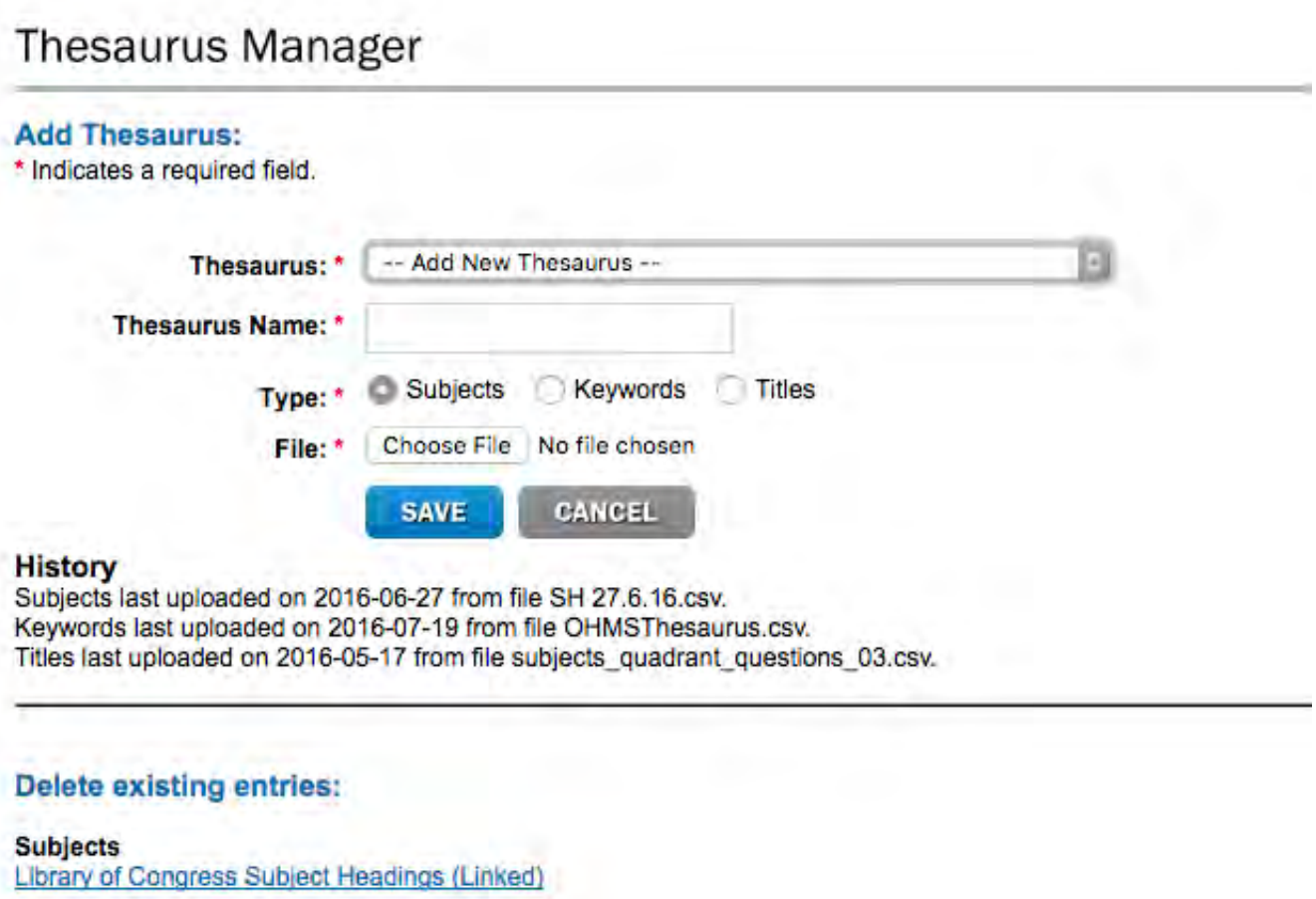
- Click *Tag Now* for the *Tag Data* frame.



- Control the media using the player inside the *Tag Data* frame.
- Utilize the metadata fields to capture and display information about the segment.
    - *Time Stamp*: automatically populated when you click “Tag Now.” Adjust by
    - *Segment Title:* A descriptive title of the segment (Required, can be populated using a preselected Thesaurus).
    - *Partial Transcript:* First words of segment, 140 characters (Recommended)
    - *Keywords:* (Multiple entries can be used, separated by semi-colon, can be populated using a preselected Thesaurus)

- *Subjects:* (Multiple entries can be used, separated by semi-colon, can be populated using a preselected Thesaurus)
- *Segment Synopsis:* A descriptive statement about the interview segment.
- *GPS Coordinates:* Coordinates are entered in the format "XX.XXX, YY.YYY", where X is latitude (north or south) and Y is longitude (east or west). Only one set of coordinates is allowed per segment at this time.
- *GPS Zoom:* A dropdown, this field can determine a custom zoom level for the OHMS Viewer.
- *GPS Description:* Location information.
- *Hyperlink:* Link to outside resource (One link per segment).
- *Link Description:* Title or description of the hyperlink.

Thesaurus Manager:



- A controlled vocabulary may be utilized for the *Title, Subjects*, and *Keywords* fields of the *Indexing Module*. (Each field can be assigned a separate thesaurus. A thesaurus is assigned to a field in the *Metadata Module*.)
    - Library of Congress Subject Headings (Linked)

    - Customized vocabulary (uploaded as .csv file, with a single column of terms)
        - This creates a drop-down menu in the Index for the selected fields.

Transcript Sync:

- A prepared transcript may be uploaded and synced with the media file. Visitors will be able to search across these texts and navigate to pertinent content within the Interview.

The OHMS team has produced extensive documentation:

- A “Getting Started” Tutorial
- A Guide to Indexing Interviews
- A Guide to Formatting a Transcript
- Resources page with multiple video tutorials

July 21: Digital Pedagogy

Instructors: Sheila Brennan, Sharon Leon, and Guest Instructor Jeff McClurken

Readings

The following readings are recommended, but not required for this day's discussion.

- Madsen-Brooks, Leslie. "Make Students Curators." Blog. *Clutter Museum*, July 17, 2012. http://www.cluttermuseum.com/make-students-curators/.
- Stewart, Bon. "Twitter for Teachers: An Experiment in Openness." *The Theoryblog*, November 20, 2012. http://theory.cribchronicles.com/2012/11/20/twitter-for-teachers-an-experiment-in-openness/.
- Couros, Alec. *The Connected Teacher*. Connected Learning Alliance, 2013. https://vimeo.com/46442363.
- Weller, Martin. "A Pedagogy of Abundance." In *The Digital Scholar*. Bloomsbury Academic, 2011. https://www.bloomsburycollections.com/book/the-digital-scholar-how-technology-is-transforming-scholarly-practice/ch8-a-pedagogy-of-abundance.

Activities

Morning

- Discuss readings
- Jeff's Content: http://bit.ly/DDH16
- Digital Methods: Crafting digitally-inflected activities for undergraduates and graduate students, and framing undergraduate and graduate-level digital history courses.

Afternoon

- Hands-on Session: Plan a specific activity for use with in your undergraduate course
- Hands-on Session: Plan a workshop for colleagues.

Extra Material

Zotero Folder – Day 9 – Digital Pedagogy

Homework

Tomorrow we will ask each of you to tell us 3 next-steps or things you plan to do to share your new knowledge back home, after the institute.

Previous Day | Next Day

July 22: Scholarly Communication, Professionalization, Future of Publishing

Instructors: Sharon Leon, Sheila Brennan, and Resident Instructor Jeri Wieringa

Readings

- AHA. "Guidelines for the Evaluation of Digital Scholarship in History." *American Historical Association*. Accessed June 10, 2016. https://www.historians.org/teaching-and-learning/digital-history-resources/evaluation-of-digital-scholarship-in-history/guidelines-for-the-evaluation-of-digital-scholarship-in-history.
- Anderson, Rick. "Scholarly-Communication Reform: Why Is It So Hard to Talk About, and Where Are the Authors?" *The Scholarly Kitchen*, May 16, 2016. https://scholarlykitchen.sspnet.org/2016/05/16/scholarly-communication-reform-why-is-it-so-hard-to-talk-about-and-where-are-the-authors/.
- Bauch, Nicholas. "Enchanting the Desert." *Stanford University Press*, 2016. http://www.sup.org/books/title/?id=25726.
- Fitzpatrick, Kathleen. *Planned Obsolescence: Publishing, Technology, and the Future of the Academy*. New York: NYU Press, 2011 http://mcpress.media-commons.org/plannedobsolescence/.

Activities

Morning

- Discuss Readings
- Digital Methods: Considering open access, digital publications, options for scholarly communications, open peer review
- Demo: platforms currently in use, including PressForward
- Keeping up with the field, moving forward
    - Digital Humanities Now, http://digitalhumanitiesnow.org/; Professional organization blogs and journals
    - Training Opportunities

Lunch–Provided

- Lightning talks of 3 next steps each participant takes after institute ends.
- Establishment of Google Group, contacts
- Please fill out the final survey.
- Closing Thoughts

Extra Material

Zotero Folder – Day 10 – Scholarly Communication, Professionalization, Future of Publishing

Previous Day

Resources
Glossary

a11y: abbreviation for computer accessibility for all people regardless of disability. See http://a11yproject.com/

algorithm: “A rigid, logical argument made in regularized terms.” Lisa Rhody

API (Application Program Interface): provides the link between two systems, allowing them to communicate. On the internet, an API allows you to access a web service with another program or software. For instance, a program you write on your computer might ask a museum database for results that match a certain criteria.

API Key: when using an API, you need a unique key for access. Usually provided by the API creator when you sign up for the service.

Backchannel: a secondary conversation, often taking place on Twitter using a hashtag, where people share relevant links and clarify terms.

Backend: administrative side where you can make technical and content changes that is not public-facing, aka “control panel” or “dashboard”

Borked: broken (for the moment)

CamelCase: Writing a word without spaces but with the first letter of each word capitalized. For example: CamelCase, MarySue, PowerPoint, VistaVision, HyperCard.

CMS (Content Management System): a computer program (e.g., Drupal Gardens) that allows publishing, editing and modifying content as well as maintenance from a central interface. Such systems of content management provide procedures to manage workflow in a collaborative environment. CMSs have been available since the late 1990s. CMSs are often used to run websites containing blogs, news, and shopping. CMSs typically aim to avoid the need for hand coding but may support it for specific elements or entire pages. (from Wikipedia: https://en.wikipedia.org/wiki/Content_management_system)

CSS (Cascading Style Sheets): a markup language (code) to describe the “look and formatting” of a document or webpage. (from: http://en.wikipedia.org/wiki/Cascading_Style_Sheets). See also http://www.w3schools.com/css/

CSV (Comma Separated Values): aka character separated values. A file with a series of records made up of fields, where each field is separated by a comma or other specific character (; | /). Easily created via a spreadsheet program like Excel, GoogleDocs, Numbers. A good way to move information between

databases/platforms. See: http://en.wikipedia.org/wiki/Comma-separated_values.

DAMS (Digital Asset Management Systems): computer software and hardware for "downloading, renaming, backing up, rating, grouping, archiving, optimizing, maintaining, thinning, and exporting files." (http://en.wikipedia.org/wiki/Digital_asset_management)

Distant Reading: from Franco Moretti, looking for trends over large corpora of works

doi (digital object identifier): a managed, persistent, trackable link to an online publication. www.doi.org
Dublin Core: an internationally recognized metadata standard for describing any conceivable resource, comprised of 15 elements, including "title," "description," "date," and "format." (definition adapted from http://omeka.org/codex/Creating_an_Element_Set)

Field: "Any one of a number of places where a user is expected to enter a single item of a particular type of data; an item of such data; esp. one in a database record." OED definition 19.

FTP (File Transfer Protocol) Client: This is a program that lets a user transfer computer files from one host — such as your local computer, to a web-based server so that it can be available or viewed on the Web.

SFTP: Secure File Transfer Protocol

GIS (Geographic Information Systems): a computer system (or web-based system) designed to "capture, store, manipulate, analyze, manage, and present"1 information about geographic data. Although GIS can be used to create maps, they are also capable of creating different forms of representation.

Github: is a place for sharing opensource code, and any other kinds of files that someone else can grab.

GLAM: acronym for Galleries Libraries Archives Museums.

HTML (HyperText Markup Language): "the standard markup language used to create webpages" (http://en.wikipedia.org/wiki/HTML) Markup in this case means formatting things like links, emphasis (bold, italics), and header. See also http://www.w3schools.com/html/

KML (Keyhole Markup Language)/KMZ file: XML based file format used to display geographic data. Google KML documentation: https://developers.google.com/kml/

LAMP (Linux, Apache, MySQL, PHP/Python): linux is the operating system, apache is the webserver, mysql is the database, PHP/Python is the scripting language. Wikipedia

LMS (Learning Management System): is a program that facilitates course management, content and administration. Example: Blackboard

Metadata: data about data, or descriptive information about a thing. Metadata is what you read in library catalog records or museum collections management systems. Wikipedia has a list of available metadata systems. Getty provides a glossary for metadata.

NLP (Natural Language Processing): enables computers to parse information from "human language" (prose). See http://en.wikipedia.org/wiki/Natural_language_processing

OAI-PMH (Open Archives Initiative Protocal for Metadata Harvesting): "is a low-barrier mechanism for repository interoperability. *Data Providers* are repositories that expose structured metadata via OAI-PMH. *Service Providers* then make OAI-PMH service requests to harvest that metadata. OAI-PMH is a set of six verbs or services that are invoked within HTTP." http://www.openarchives.org/pmh/

OCR (Optical Character Recognition): conversion of images (photographs, scans) to machine/computer readable text. http://en.wikipedia.org/wiki/Optical_character_recognition

Omeka: open source content management system (see above) which uses an item (object/image/document) as the primary piece (as opposed to WordPress, which uses the post. www.omeka.org

programming languages: used to write the programs, functions, and algorithms that provide the background functionality of websites and software. For example, Python, R, Ruby, C++, and many, many more.

public history: "public history describes the many and diverse ways in which history is put to work in the world. In this sense, it is history that is applied to real-world issues. In fact, applied history was a term used synonymously and interchangeably with public history for a number of years. Although public history has gained ascendance in recent years as the preferred nomenclature especially in the academic world, applied history probably remains the more intuitive and self-defining term."
http://ncph.org/cms/what-is-public-history/

RDF (Resource Description Framework): originally built as a metadata model, RDF is machine-readable and often used with web resources

Responsive: "a web design approach aimed at crafting sites to provide an optimal viewing experience—easy reading and navigation with a minimum of resizing, panning, and scrolling—across a wide range of devices (from mobile phones to desktop computer monitors)" http://en.wikipedia.org/wiki/Responsive_web_design

slug: (in omeka) the last part of the url for a page (exhibit page, simple page, blog post). So in http://mallhistory.org/explorations/show/operasinger the slug is operasinger.

smoothing: from Wikipedia, "attempts to capture important patterns in the data, while leaving out noise or other fine-scale structures/rapid phenomena."

SQL (Structured Query Language): most widely used programming language for relational databases. For

instance, when you create a WordPress post, the content is stored in a database, which is created and accessed using SQL. (from Wikipedia: http://en.wikipedia.org/wiki/SQL)

Structured Data: Data that follows a system of organization that makes it easier for the computer to manipulate it. example: XML files, databases.

SVG (Scalable Vector Graphic): xml based vector image. These can be edited in some image editing programs, like Adobe Illustrator, and then exported for use on the web.

TMS (The Museum System): a collection management system for creating and managing metadata offered by GallerySystems

Unstructured Data: Free-form files with information that needs to be discovered and organized to be usable. example: PDF, webpages, .doc files.

XML (EXtensible Markup Language): A file format to describe, transport, and store data/information. W3schools on the difference between XML and HTML: http://www.w3schools.com/xml/xml_whatis.asp

Vaporware: hardware or software which is proposed, announced, and never actually exists.

Web hosting service: there are numerous ways to publish content to the internet. Most of the websites you visit or create will use one the following types:

1. Free web hosting service: offered by different companies with limited services, sometimes supported by advertisements, and often limited when compared to paid hosting. For example, WordPress.com offers free blogs with limited capabilities.
2. Managed hosting service: the user gets his or her own Web server but is not allowed full control over it; however, they are allowed to manage their data via FTP or other remote management tools. For example, bluehost offers server space where users can install their own management systems and publish content.

The difference is important: free WordPress blogs are limited, but easy to use. Access to your own server space is flexible and capable, but requires payment and more skill to manage.

WYSIWYG: “What You See Is What You Get” editors provide a toolbar at the top of the text box that allows you to change the formatting of the content. They provide an alternative to tag- and code-based formatting.

Appendix B: Evaluation

2016 Post-Institute Survey, Satisfaction Levels

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

	Number	Percent
Very Satisfied	21	100%
Satisfied	0	0%
Unsatisfied	0	0%
Very Unsatisfied	0	0%
Total	21	

The sessions represented topics that I cared about.

	Number	Percent
Strongly Agree	18	86%
Agree	3	14%
Disagree	0	0%
Strongly Disagree	0	0%
Total	21	

I left the classes feeling motivated and excited.

	Number	Percent
Very Satisfied	20	95%
Satisfied	1	5%
Unsatisfied	0	0%
Very Unsatisfied	0	0%
Total	21	

I felt like my voice was heard and valued throughout the Institute.

	Number	Percent
Strongly Agree	20	95%
Agree	1	5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	21	

Participant Growth Analysis

Percentages

	Pre-Institute Survey			Post-Institute Survey			Percent Change		
	Yes	No	Not Sure	Yes	No	Not Sure	Yes	No	Not Sure
If you were asked to review a digital project for a professional journal in your field of expertise would you feel comfortable saying yes to the request?	25%	25%	50%	90%	0%	10%	260%	100%	80%
If you were asked to review a colleague's digital work for promotion would you feel comfortable assessing its scholarly impact?	42%	21%	38%	90%	0%	10%	114%	100%	74%
Do you feel comfortable presenting or discussing digital history work with your colleagues?	58%	33%	8%	100%	0%	0%	72%	100%	100%
Do you feel comfortable supervising students who want to use digital tools in their history scholarship?	46%	33%	21%	81%	0%	14%	76%	100%	33%
	n=24			n=21					

Numbers

	Pre-Institute Survey			Post-Institute Survey		
	Yes	No	Not Sure	Yes	No	Not Sure
If you were asked to review a digital project for a professional journal in your field of expertise would you feel comfortable saying yes to the request?	6.00	6.00	12.00	19.00	0.00	2.00
If you were asked to review a colleague's digital work for promotion would you feel comfortable assessing its scholarly impact?	10.00	5.00	9.00	19.00	0.00	2.00
Do you feel comfortable presenting or discussing digital history work with your colleagues?	14.00	8.00	2.00	21.00	0.00	0.00
Do you feel comfortable supervising students who want to use digital tools in their history scholarship?	11.00	8.00	5.00	17.00	0.00	3.00
	n=24			n=21		

Pre-Institute Survey : Entry # 109

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

Allergic to tree nuts and latex.

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Tablet
- Smartphone
- E-Reader

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Chrome

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs

- Wikis
- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- Flickr
- YouTube
- Google Map Engine

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter
- Pinterest

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Find the tool/service/system's website to find documentation and instructions.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Pre-Institute Survey : Entry # 110

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

Nothing

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Smartphone

What operating system are you most comfortable using?

Windows

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Google Docs
- MS Word

- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- YouTube

Do you use any of the following social media services? Check all that apply

- Facebook

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

No

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

No

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

No

Pre-Institute Survey : Entry # 111

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

I'm allergic to penicillin and amoxicillin and mildly allergic (stomachache, etc) to aspirin.

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Tablet
- Smartphone
- E-Reader

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Safari

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs
- MS Word
- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- Flickr
- Wordle

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter
- Instagram

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

No

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Pre-Institute Survey : Entry # 112

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Laptop
- Smartphone

What operating system are you most comfortable using?

Windows

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Google Docs
- MS Word
- Learning Management System (Blackboard, et al)

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Ask/email technical support staff at your institution.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

No

Pre-Institute Survey : Entry # 113

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

I can't eat beef or shellfish.

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Mac

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Google Docs
- MS Word
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)

- Flickr
- YouTube

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter
- Tumblr

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

No

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

No

Do you feel comfortable presenting or discussing digital history work with your colleagues?

No

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

No

Pre-Institute Survey : Entry # 114

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

Yes. I have a severe allergy to tree nuts (almonds, walnuts, pecans, cashews, pistacchio, etc.). I will carry an epi-pen during the Seminar. If any food has nuts in it, I would prefer to be notified so I can avoid it. (Note: others can eat nuts in my presence, as that's not a problem.) It's just useful to have foods with nuts labeled.

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Smartphone

What operating system are you most comfortable using?

Windows

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs
- MS Word
- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Pre-Institute Survey : Entry # 115

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

I have restless leg syndrome (which I take medication for), but it can act up if I'm sitting for long periods of time. So, if you see me get up and walk around, it's not that I'm being rude, its just the RLS.

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs
- Wikis

- MS Word
- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- Flickr
- YouTube
- Wordle

Do you use any of the following social media services? Check all that apply

- Facebook

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

No

Pre-Institute Survey : Entry # 116

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

None

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Windows

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)

- YouTube
- Google Map Engine
- Wordle

Do you use any of the following social media services? Check all that apply

- Pinterest

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Find the tool/service/system's website to find documentation and instructions.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Pre-Institute Survey : Entry # 117

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

N/A

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Windows

What web browser to you use most frequently?

Safari

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)

- Google Docs
- MS Word
- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- Flickr
- YouTube
- Google Map Engine

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter
- Pinterest
- Instagram

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Not sure

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Not sure

Pre-Institute Survey : Entry # 118

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

Nothing

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Smartphone

What operating system are you most comfortable using?

Windows

What web browser to you use most frequently?

Chrome

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- MS Word
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)

Do you use any of the following social media services? Check all that apply

- Facebook

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

No

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

No

Do you feel comfortable presenting or discussing digital history work with your colleagues?

No

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

No

Pre-Institute Survey : Entry # 119

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

Gluten intolerance -- but not so severe that I can't eat any. I do avoid heavy breads.

I also watch dairy intake. No heavy cream or ice cream.

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Safari

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs
- MS Word
- Presentation software (PowerPoint, Keynote)

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter
- Pinterest
- Instagram

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Not sure

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Not sure

Pre-Institute Survey : Entry # 120

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

N/A

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Smartphone

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Google Docs
- MS Word

- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- YouTube
- Google Map Engine
- Wordle
- N-Gram

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter
- Pinterest
- Instagram

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

I don't know what a crowdsourcing project is.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

No

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

No

Do you feel comfortable presenting or discussing digital history work with your colleagues?

No

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

No

Pre-Institute Survey : Entry # 121

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

N/A

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Laptop
- Smartphone

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Safari

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Google Docs
- MS Word
- Learning Management System (Blackboard, et al)

- Presentation software (PowerPoint, Keynote)
- Flickr

Do you use any of the following social media services? Check all that apply

- Twitter

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

No

Do you feel comfortable presenting or discussing digital history work with your colleagues?

No

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

No

Pre-Institute Survey : Entry # 122

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Laptop
- Smartphone

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Chrome

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Google Docs
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- YouTube
- N-Gram

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

No

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Pre-Institute Survey : Entry # 123

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Emergency Contact and Phone Number:

[redacted] 202-547-1617

Other things that you think we should be aware of (allergies, medical conditions, et al):

none

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Google Docs
- MS Word
- Presentation software (PowerPoint, Keynote)
- YouTube

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your

question?

Ask/email a colleague.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

No

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

No

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

No

Pre-Institute Survey : Entry # 124

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs
- Wikis
- MS Word

- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- YouTube

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter
- Pinterest

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

Yes

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

No

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Pre-Institute Survey : Entry # 125

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

COPD respiratory condition - avoid smokers and pollution. Made worse by exercise.

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Windows

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)

- Google Docs
- MS Word
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- YouTube
- Google Map Engine
- Wordle

Do you use any of the following social media services? Check all that apply

- Facebook

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Pre-Institute Survey : Entry # 126

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

None

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Linux

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Google Docs
- MS Word

- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- YouTube

Do you use any of the following social media services? Check all that apply

- Facebook

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Ask/email a colleague.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Not sure

Pre-Institute Survey : Entry # 127

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

no food allergies or dietary restrictions

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Windows

What web browser to you use most frequently?

Internet Explorer

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- MS Word
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- YouTube

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

No

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

No

Do you feel comfortable presenting or discussing digital history work with your colleagues?

No

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

No

Pre-Institute Survey : Entry # 128

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

None

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Safari

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)

- Google Docs
- MS Word
- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Ask/email technical support staff at your institution.

Have you ever participated in a crowdsourcing/community-sourcing project?

Yes

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Pre-Institute Survey : Entry # 129

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

none

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Smartphone

What operating system are you most comfortable using?

Windows

What web browser to you use most frequently?

Chrome

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Google Docs
- MS Word

- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- Flickr
- YouTube
- Wordle

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter
- Instagram

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

No

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Not sure

Pre-Institute Survey : Entry # 130

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Laptop
- Smartphone
- E-Reader

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs
- MS Word
- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)

- Presentation software (PowerPoint, Keynote)
- YouTube
- Wordle

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

Yes

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Not sure

Pre-Institute Survey : Entry # 131

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Other things that you think we should be aware of (allergies, medical conditions, et al):

Nope.

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Smartphone

What operating system are you most comfortable using?

Windows

What web browser to you use most frequently?

Chrome

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs

- Wikis
- MS Word
- Research management (Zotero, EndNote)
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)
- Flickr
- YouTube
- Google Map Engine
- Wordle
- N-Gram

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

Yes

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Pre-Institute Survey : Entry # 132

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Laptop
- Tablet
- Smartphone

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Firefox

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs
- MS Word
- Learning Management System (Blackboard, et al)
- Presentation software (PowerPoint, Keynote)

- YouTube

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

No

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Pre-Institute Survey : Entry # 133

Contact Information (during the Institute)

Name

[redacted]

Preferred first name (for name tags):

[redacted]

Email Address:

[redacted]

Cell Phone Number:

[redacted]

Twitter Handle:

[redacted]

Emergency Contact and Phone Number:

[redacted]

Pre-Institute Survey

May we share your name & phone number with fellow participants?

- Yes

What devices do you regularly use? Check all that apply.

- Desktop
- Laptop
- Tablet
- Smartphone
- E-Reader

What operating system are you most comfortable using?

Mac

What web browser to you use most frequently?

Chrome

Have you ever used the following tools, services, or systems to do your work? Check all that apply.

- Blogging system (WordPress, Blogger, MoveableType, et al)
- Google Docs
- MS Word

- Learning Management System (Blackboard, et al)

Do you use any of the following social media services? Check all that apply

- Facebook
- Twitter
- Pinterest

When you have a technical question about a digital tool, service, or system, what is the first thing you do to answer your question?

Google the question.

Have you ever participated in a crowdsourcing/community-sourcing project?

Yes

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

Yes

Final Survey : Entry # 183

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

I would not have known what tools to try.

Please share any other comments with us about your DoingDH16 experience.

Thank you! This institute was extremely helpful.

Final Survey : Entry # 184

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

Perhaps more focus on fewer readings. The workload was fine, though.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

Jeepers, just about everything. Just about all of it was new to me, even Twitter.

Please share any other comments with us about your DoingDH16 experience.

It was great. I liked the variety of guest presenters, the topics were interesting and useful, groupwork was done well and not overdone, and I liked that NEH showed up. My only complaint is an increased addiction to caffeine, but that's my problem.

Thank you!

Oh, you're so very welcome! Thank you.

Final Survey : Entry # 185

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

This was the single most rewarding professional workshop I have attended in 20 years in academia.

I would recommend building in more time for collaborative work in small groups on topics of our choosing rather than preselected topics/projects.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

Confidence.

Please share any other comments with us about your DoingDH16 experience.

Thank you.

Final Survey : Entry # 186

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree
- Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

I learned a lot of new tools - particularly some that I can use at an institution like mine that has no resources. I also enjoyed the collaborative learning experience and getting to know some colleagues I might not have otherwise met.

Final Survey : Entry # 187

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

MAYBE assign a nightly blog assignment to accomplish a task in that days tool(s) and post it on the Wordpress blog. Practice + Blogging Experience.

Then again--another thing? Might kill us. Certainly would interfere with some of the bonding (beer drinking) in the evenings.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

I worked through the frustration point and into the "I can do this!" territory on a number of tools.

Please share any other comments with us about your DoingDH16 experience.

This has been the most challenging and valuable professional development experience of my career. I am so very grateful for this opportunity.

And may I say, one of the most enjoyable parts of the whole experience was watching Sheila and Sharon work together? The combination of professionalism, friendship, and long familiarity between the pair was heartwarming.

Final Survey : Entry # 188

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

I think some reinforcement homework would be useful on a daily basis, and perhaps fewer preparatory readings. Not that the readings were bad, but like math homework it is good to have something to take home and then have "corrected" and then have available to reflect upon much later. Thanks for everything.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

Where to start? !!! All the Omeka plug-ins. I had heard of Omeka but thought it was something entirely different. Now I will use it -

Neatline, Contributions, etc.... Carto will be good and I'll definitely be working with R.

Please share any other comments with us about your DoingDH16 experience.

I could have spent a whole summer working on this material. Now I have to go home and remember all that I learned. I plan to share it through my Center for Teaching Excellence, as an end-around my colleagues, who can be such luddites.

Thank you!

And thank-you too.

Final Survey : Entry # 189

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

I struggled through some of the sessions with Lincoln but I am glad that I was able to engage with these tools. The only area that I would have maybe liked to have a little more was the opportunity to talk a little bit more about digital pedagogy but I am not really sure what would be good to replace or remove from the syllabus.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

I gained much more as being part of a group that I could share frustrations with as well as get help from. I also feel that I was able

to make some great connections with my colleagues and I hope that we stay in touch in the future and can find ways to collaborate.

Please share any other comments with us about your DoingDH16 experience.

I just wanted to say thank you again for the opportunity to participate in this institute. While I had interest in trying some of these things for a long time, I had never been able to overcome my anxiety and push my self out of my comfort zone. I also really appreciate the fact now that it is over that you let us struggle and work some of these technical problems on our own. I think that the confidence to try to work things out on my own will be the most helpful skill as I try to deepen and expand my digital history skills in the future.

Thank you!

Thank you!

Final Survey : Entry # 190

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

My only suggestion is a more in depth engagement with Omeka and a site development over the course of the two weeks. Maybe a few homework assignments spread out, with some in class follow-up that helped us get more comfortable with its possibilities.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

Well, hard to list them all: knowledge of new digital tools. A basic digital literacy. All kinds of new ideas for incorporating digital pedagogy in the classroom. New ideas for my project and a starting point for it and a vision of how it should look and what it can

do. Tweetdeck and the Twitter feed for #doingdh16 was really useful. And the online syllabus for the course will continue to be a valuable resource.

Please share any other comments with us about your DoingDH16 experience.

Thank you!! Thank you Sharon and Sheila. It was a privilege to be here and to learn new things and hopefully breath new life into my scholarly profile. Thanks also to the great graduate students and their knowledge and help.

Thank you!

peace out

Final Survey : Entry # 191

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

Spread out the data days - the r-day, the geospatial day and the text analytics. I understand the desire to collapse the days before the move to public history, teaching and publishing.
Articulate the purpose of the blog more.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

Fuller understanding of a variety of tools - especially that I would not have experimented with on my own. Appreciation that even

simple questions just need to be asked and you need to find the right people to ask. Confidence. That I really like butterscotch.

Please share any other comments with us about your DoingDH16 experience.

I really hope that I can continue to learn and work with the CHNM.

Thank you!

No, thank you.

Final Survey : Entry # 192

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

I can't really think of much - maybe cutting out 1 or 2 topics to allow more time working with advanced tools like R. But this is nitpicking, really.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague’s digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

Confidence to try things and fail. Seriously, that is huge.

Please share any other comments with us about your DoingDH16 experience.

This has really been fantastic. The immersive experience was really the only way I was going to "get" this stuff in a way that gave me the confidence to teach it or use it in future scholarship.

Thank you!

Thank YOU - you were so generous with your time and expertise.

Final Survey : Entry # 193

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

I'd like more time each day to think about how to bring the ideas back to my real life-- a 15 minute wrap up at the end of the day for some "how will you take THIS SKILL back to your campus?" would be helpful.
The hardest day for me was the second Monday and the textual analysis. I'm not sure those tools are useful since (I don't think) I can set the topic searches. It just seemed too random. I think another day on R or mapping (or a day on video) would have been more useful. Text Analysis seemed to be the hardest day for most (if not all) of us to get a handle on in terms of real world application.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

SO MANY MORE TOOLS!!!! SO MUCH DIGITAL!!!
I love that there's a range of quick and easy stuff and then stuff that takes more investment. I can implement some stuff immediately and then play with the rest. Mostly, though, just the WEALTH of tools. I knew these things must be out there, but I didn't know where to look. Now (as long as you NEVER take down the site), I know where to look.

I also gained a network of amazing, curious, intellectual, collaborative, and fun people to bounce ideas around with.

Please share any other comments with us about your DoingDH16 experience.

This was the experience I've been seeking at every other digital workshop I've gone to. I keep wanting to know how to get started on stuff quickly and usually, workshops just say "We got a grant for $500k and here's what we did" and I leave thinking "I can use Google!" Now, I have real tools that fit my [lack of] budget. My students will make projects they will be so proud of. I'm excited to make my professional presence online more engaging and useful for me, my department, my tenure process, and the scholarly community. I'm so ready to be out there and digitally engaged-- after a nap and a hike.

Final Survey : Entry # 194

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

I thought the program was really strong. I am not sure what I would suggest to strengthen it. I really enjoyed all of the days, but I believe the Mapping and coding days were my favorite. The organization of those heavy days in the middle of the session was helpful when combined with the relatively lighter reading load as we moved into pedagogy. Sound was very fascinating because we got a glimpse of O'Malley's research as well as a discussion of the technology. Someone mentioned, but I think it is great that historians are providing this content because the examples are interesting and relevant.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague’s digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

I doubt that I would have gained any of the knowledge I gained here without this session. At least not for a very long time. I didn't really know where to start. It seemed fairly incomprehensible to me without the help of someone to point the way.

Please share any other comments with us about your DoingDH16 experience.

I am very grateful to have been included. I hoped that this session would help me transform my institution. I think that it will help me transform my career, too, and I didn't even know that I wanted to do that. I felt fairly frustrated before with the state of the profession, my institution, my own inability to finish some projects. The confidence from this session has encouraged me to look at this in a new light where change seems much more manageable. Thank you.

Thank you!

No, thank you.

Final Survey : Entry # 195

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

Hmm... if there's anything I'd change, it would probably be the pacing. I felt completely overwhelmed by the end of the first week -- almost burned out in fact because we had learned so many tools in so short a time. The second week, by contrast, was a more reasonable pace, fewer tools, and more conversation and review of sites. Although I realize that you've done this before and have likely worked out a system that works for you, I'd suggest perhaps slowing down the first week (maybe do the teaching or public history section there -- each of these was more philosophical than hands-on) and then moving some of the tools to the second week.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

I got a MUCH more comprehensive overview of what tools exist and the variety of ways to use them; I highly doubt that I could have taught myself even half of the tools we covered. I also really appreciated the readings (although I will admit that I didn't get to do all of them) and the discussions we had of them; they got me thinking about the "bigger" picture of DH and the implications of using these tools--something I absolutely would not have gotten on my own. Overall

Please share any other comments with us about your DoingDH16 experience.

Overall, I really enjoyed this experience, though I also found it challenging. Sitting in a classroom for 6 hrs a day is tough! The statistical days were definitely the toughest. I do want to tell you, though, that I appreciated you giving us several evals and that it really seemed as if you responded to them. This was a good experience and I look forward to making use of what I've learned and to staying connected to others from this seminar. Great!

Thank you!

Thanks back!

Final Survey : Entry # 196

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

I do think it would be helpful to have a piece on the impact of digital technologies upon libraries. I know that students were confused by the born digital v. digitized object discussion. It would be helpful to historians, whose needs drive collecting and instructional workshops, to understand the challenges and limitations of libraries.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Not sure

What did you gain as part of this group that you would not have gained learning on your own?

I have gained an understanding of how historians use the web and the implications of digital publication and resources for the

broader profession as a whole. Although I do not have personal experiences teaching in a classroom, it was helpful to hear the concerns of teachers both in their use of digital technologies in the classroom and for professional advancement.

Please share any other comments with us about your DoingDH16 experience.

These two weeks gave me exactly what I needed. I wanted to develop collegial relationships with historians. And, I wanted a new set of skills to update some of my skills with databases. The development of a virtual identity will enhance my platform.

Thank you!

You're welcome!

Final Survey : Entry # 197

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

Please make sure that the course syllabus has documentation for everything presented. The institute covers a large body of information in a short span (a semester-long course condensed to two weeks), so having that documentation to refer back to or to follow along with during presentations is immensely helpful. The presentations that were not documented stood out dramatically from the rest. Overall, this seminar was thoughtfully well-constructed.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

This experience made learning about digital history accessible. This course provided me with an overview of what is possible, the types of digital history currently being used, the types of needs and questions different tools and techniques might address, and practical approaches to incorporating these into my teaching and research. I had no idea where to even begin learning this on my own.

Please share any other comments with us about your DoingDH16 experience.

I am extremely grateful for this opportunity. I have a sense of the vast amount of work that went into designing and implementing this course. Thank you to your team for giving so fully of yourselves and for being so patient with our struggles. I see so many new possibilities for my teaching, professional development, and scholarship coming out of this experience.

Thank you!

No, thank you! ;)

Final Survey : Entry # 198

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

It is difficult to imagine a better, more thorough arrangement. Perhaps a 10 am start and a 5pm finish?

Every day was intense but for me that tended to reinforce the value of digital history and the true need for us to return to our campuses and serve.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

The sharing of ideas that was a constant was truly invigorating and inspiring. No way that alone I would have persevered when stymied by a misunderstood or misinterpreted step. Having colleagues also struggling alongside me was essential.

Please share any other comments with us about your DoingDH16 experience.

Reflecting this morning I decided that this was a top two scholarly event for me in a career stretching back to 1990 (the other being a combination conference between Latin Americanists and Appalachian Studies people). I feel fortunate. Such wonderful contacts made, skills learned, and concepts introduced. Bravo.

Final Survey : Entry # 199

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

The Seminar had to do so many things-- I recognize it was balancing theory, meta-strategies, tools, and varying interests among participants. The Seminar might try to lay out the bigger theoretical issues and debates in DH.

In Week 1, I would have appreciated more explanation that we don't have to use all tools but can learn to use the ones that are helpful for what _we_ want to do individually.

Also, I found the Sound/Audio day less helpful. I would recommend revising it for more effective use of tools (perhaps put more emphasis on Audacity).

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

DH tends in a collaborative direction, and being together in a group was a great picture of collaboration. It was great to process the information and applications with fellow participants--especially on the walks back and forth to the hotel. With this large amount of material, conversation and cooperative practice is a necessity.

Please share any other comments with us about your DoingDH16 experience.

I want to single out Sharon, Sheila, Lincoln, and Jeff for great instruction. These were the 4 outstanding lights of the seminar!

Thank you!

Thank you!!!

Final Survey : Entry # 200

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

More time practicing with the software and more collaborative group time; I would also have liked to have time to develop concrete assignments. For example, building my professional digital profile.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

To be honest, this group and the facilitators moved me forward-- they helped to created a learning environment that made me "uncomfortable, but not paralyzed." With that being said, I gained a theoretical framework for digital humanities that reflects the

complicated and multilayered nuances. Along with multiple skills and knowledge of the digital tools.

Please share any other comments with us about your DoingDH16 experience.

While I think the graduate students did a wonderful and amazing job, I would like to see them more engaged with the participants as we all know the academic world is small and networks are important. It is also an incredible opportunity for them to further develop their public speaking and teaching skills.

I also think you should apply for the Bridging Communities- Community College grants and tie the work of digital humanities to the work that the AAC&U promotes on liberal education and humanities.

Final Survey : Entry # 201

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Agree

If we run another institute like this again, what might strengthen the program?

Perhaps open it up to archivists as well as historians. I think that archivists might benefit from understanding the perspectives of historians and vice versa. So maybe a small contingent of archivists would be desirable.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Not sure

What did you gain as part of this group that you would not have gained learning on your own?

Working with a group gave me ideas that I probably would not have experienced otherwise. The workshop groups especially were very useful in order to work out collaboratively how to best think about the tools and websites.

Please share any other comments with us about your DoingDH16 experience.

I found it challenging to fully digest the functioning of the various tools in such a short period of time, but I understand the advantage of compressing the session into two weeks. As far as any suggested changes, perhaps decrease the amount of reading so that participants can spend time in the evenings experimenting with the tools and with websites that explore the potential of digital history projects. Thank you so much for all the work you put into the institute. It opened me up to seeing the advantages of pursuing digital tools and methods that I hadn't fully seen before.

Final Survey : Entry # 202

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Strongly Agree

I leave the institute feeling motivated and excited.

- Very Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

Clear access to a "help desk" or support person, esp. outside of class. The grad students were always helpful, but I felt I was "button holing" them or using back channels like Twitter that were a bit unpredictable. Most issues were the simple "where's the button" kind, but they were roadblocks when trying to work on things in the evening.
Also some spatial or graphic visualizations would help orient us to the relationship of the domains and software as we were downloading and working with would be helpful for the broader conceptualization of how the tools fit together, esp. for the visuals learners in the group (me!).

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Not sure

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Yes

What did you gain as part of this group that you would not have gained learning on your own?

Pretty much everything I learned here I don't think I could have done independently, partly because I learn much better with human mediation and also because this experience gave me the confidence to try new tools out. I'm fairly risk averse, especially with things I don't fully understand (downloaded more software in the past 10 days than I have in my entire digital life!). I'm taking away knowledge of both specific that are immediately applicable to my teaching and research and a conceptual framework and vision for how to build dh capacity within my department. Finally, the colleagues and friends I have come to know here will be an ongoing network for potential collaboration and professional support (not to mention camaraderie at conferences!)

Please share any other comments with us about your DoingDH16 experience.

The combination of structure and flexibility was spot on. I felt our time was used productively, but the atmosphere was relaxed and fun. The culture of curiosity and mutual that evolved would not have been possible without the humor and the organization that the leaders brought to the experience.

Final Survey : Entry # 203

Name

[redacted]

The facilitators and faculty helped improve my understanding of digital humanities and digital history.

- Very Satisfied

The sessions represented topics that I cared about.

- Agree

I leave the institute feeling motivated and excited.

- Satisfied

I felt like my voice was heard and valued throughout the Institute.

- Strongly Agree

If we run another institute like this again, what might strengthen the program?

I might appreciate more time to integrate practice of new tools, with our data, into sessions. Also really got a lot out of small group work - it was great to have more in-depth conversations with a small number of folks on a specific tool, topic, or action step. Last, I might think about offering some differentiated sessions, to meet the varied needs, skill-levels and interests of participants.

If you were asked to review a digital project for a professional journal in your field of expertise, would you feel comfortable saying yes to the request?

- Yes

If you were asked to review a colleague's digital work for promotion, would you feel comfortable assessing its scholarly impact?

- Yes
- Not sure

Do you feel comfortable presenting or discussing digital history work with your colleagues?

- Yes
- Not sure

Do you feel comfortable supervising students who want to use digital tools in their history scholarship?

- Not sure

What did you gain as part of this group that you would not have gained learning on your own?

The volume and breadth of material presented was tremendous, but the real power of the experience for me lay in what participants and instructors brought to it - that is, the dialectic (the questions, resources, and experiences) shared among participants and instructors. Not to mention, I never would have had the awareness of or courage to dive into the variety of tools that we learned about. I'm not necessarily a "just play with it" type of learner. Shocking, right?

Please share any other comments with us about your DoingDH16 experience.

As I indicated, I deeply appreciated the exposure to not only significant tools, but also debates within the digital history field. Again, though, what I take with me is indelibly shaped by the individuals with whom I had the privilege to work and learn. That was a real high point for me. Thanks for making it possible!!

Impact Survey : Entry # 205

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

I have a new grant-in-progress with the geospatial lab at my primary institution. The skills and methods I learned at the institute were invaluable for figuring out precisely what I needed to do to tackle this project, and how to translate that into a grant application. Because of what I learned, I have my first peer-reviewed article in DH in one a forthcoming Debates in DH volume. I was also invited to become part of the editorial board for The Programming Historian, in part on the basis of what I learned last year. And, I was invited to join a panel for the DFL Conference this fall.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

I completely overhauled my DH course and made it more dynamic, and involving some programming. I have students writing code in a 2nd-year DH course, and creating their own digital portfolios. One has reported that she is getting new professional opportunities because of what she learned in this class. I partnered with the university archives and a graduate seminar, and wrote an HTML template to use in a cross-course exercise in transcribing and encoding archival documents. I also co-organized a THATCamp on digital pedagogy, taught some workshops at NEHA, and am serving as a consultant on a couple of DH degree programs. Additionally, I am the technical advisor on a grant for a public DH workshop in southern Maine, for small, local museums and libraries. And, because of what I learned, I was able to build and launch a Curatescape site for the public history minor I co-developed.

During the past year, I have:

- used online publishing in my teaching
- used geospatial methods in my teaching
- used text analysis techniques in my teaching
- introduced data management concepts in my teaching
- revised my own data management and research methods practices
- blogged about my teaching
- taught a workshop for my colleagues based on things I learned at Doing Digital History 2016
- talked to my administration about supporting DH work
- participated in a DH unconference or workshop

Impact Survey : Entry # 205

- collaborated with a colleague on DH project
- reviewed a DH project for a journal or online publication
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

I've mentioned some specifics above, but mostly, it has helped me to build more digital content into my courses, as well as cross-departmental collaborations. I have found that I am getting more great professional development activities related to DH, and it seems to be expanding my career prospects dramatically.

Impact Survey : Entry # 206

Name

Institution

Email Address

j

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

I applied for and received sabbatical next term to begin a digital history project on the historical relationship between the humanities and American democracy. In that work, I will use the knowledge and skills I learned from the institute in two ways. First, to create a public digital history site. Second, to undertake digital textual analyses that will help me locate patterns over time. In both cases, my ability to even conceptualize this work is owed to the institute.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Agree

Tell us more:

I do not use much technology in my teaching. I believe students need to learn the joy of parsing texts, so my approach is Socratic. I can see the value in the tools, however, for those who approach their courses differently from me.

During the past year, I have:

- launched a digital project related to my work
- talked to my administration about supporting DH work

Impact Survey : Entry # 207

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

I have begun to play with text mining and have several ideas. I have also been practicing podcasting.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

My Digital History class was far more rigorous this year. At the same time, my reach exceeded my grasp more than once as I tried to demo techniques I *thought* I'd learned to my students and fell on my face very publicly. Ah well, I am tenured.

During the past year, I have:

- used online publishing in my teaching
- used geospatial methods in my teaching
- used text analysis techniques in my teaching
- introduced data management concepts in my teaching
- revised my own data management and research methods practices
- blogged about my teaching
- blogged about my research
- taught a workshop for my colleagues based on things I learned at Doing Digital History 2016
- participated in a DH unconference or workshop
- collaborated with a colleague on DH project
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

The skills I learned this summer and shared with my students has taken my existing digital project, SpokaneHistorical.org, to a new level. We posted our 500th (!) story of local history to the project last month.

I also taught a faculty workshop about creating a digital presence using Wordpress and Reclaim Hosting, titled Master of Your Domain. You can see the slides at https://goo.gl/imY4vL. The workshop we well-received, and helped me accomplish a life

Impact Survey : Entry # 207

goal of slipping a masturbation joke into the campus calendar.

Impact Survey : Entry # 208

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

I have launched a new digital project using Omeka and several Omeka plugins. Currently, I am exploring Voyant and Neatline and will incorporate a variety of these tools into my new research projects.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

Particularly working with graduate students, I have found many opportunities to consult with them on digital projects, encourage them to pursue them, and to seek opportunities to acquire/hone digital skills.

During the past year, I have:

- used geospatial methods in my teaching
- used text analysis techniques in my teaching
- launched a digital project related to my work
- revised my own data management and research methods practices
- blogged about my research
- talked to my administration about supporting DH work
- participated in a DH unconference or workshop
- collaborated with a colleague on DH project
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

http://informationwanted.org/

Impact Survey : Entry # 209

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

Thanks to the skills I learned at Doing DH, I've begun to work on a digital exhibition featuring arrest records from turn of the century New Orleans. I spent most of time in Arlington kicking this idea around. Doing DH gave me the confidence to pitch the idea to the Center for Virtual History at UGA. I'm working with them on the project. This will be extraordinarily useful for my book research, but will also function as a standalone project. We're close to getting the first full week of data available, with five more in the process of transcription. Brutally slow, I know, but I've only got so much time and so many undergraduate researchers. Check it out: www.arrestinginequality.org.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

I've also started an teaching-focused website that relies on the Curatescape platform. TampaHistorical is a mapping site that allows USF students to write the history of their city. I've only used it in one class thus far, but I've got plans to expand it in the next couple of years. The student response has been overwhelmingly positive. In this case, I'm doing all the back-end stuff myself. Thanks Omeka! See www.tampahistorical.org.

During the past year, I have:

- used online publishing in my teaching
- used geospatial methods in my teaching
- launched a digital project related to my work
- talked to my administration about supporting DH work
- collaborated with a colleague on DH project
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

Thanks for everything. I left Arlington with two ideas for digital projects, and, somewhat unbelievably, they now exist, pretty much as I imagined them. More than anything else, you gave me the confidence to jump into this work. I'm not a programmer by any stretch, but I've learned to trust myself a bit more in the digital realm. Thanks Sharon and Sheila!

Impact Survey : Entry # 210

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Agree

Tell us more:

I haven't quite yet used my new skills for research. I applied for four different grants/fellowships in an effort to get time off to launch my project, but did not receive any of them, so I'll revamp my proposal and try again this coming year. So, the research part of things has been slow going. (One of the fellowships I applied for told me that had I included one more paragraph that said "and then I'll turn this digital database into a book project" I would have been funded, but they were not willing to fund a digital only project. Live and learn.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

Oh yeah! Love it. The institute breathed new life into my teaching. I incorporated Twitter and Hypothos.is into my grad course in Fall Semester 2016 with good results. Even better, I partnered with the Utah State Historical Society to launch a digital Utah Historical Markers project for my Utah History course, Spring Semester 2017. I applied for and received a Community Engaged Learning designation for the Utah History course which paid for a TA to help run the digital markers part of the project. I incorporated the project into my syllabus as the major project for the semester. (Most) students loved it and some of the results were amazing. Check it out: utahhistoricalmarkers.org . Look at this entry: http://utahhistoricalmarkers.org/c/slc /connor-statue-at-historic-park/ Come on, humor me. Just click on it and scroll through it. One of my students did this. It's really good. Now look at this one: http://utahhistoricalmarkers.org/c/slc/german-war-memorial/ She found death certificates and wrote short bios for nearly everyone found on the WWI marker. She became obsessed with the project. This one is also very good: http://utahhistoricalmarkers.org/cat/rr/glpr/ Come on Sharon and Sheila, doesn't it make you want to visit Utah? I'm really pleased with the results and I will continue to use it as a class assignment every Spring Semester when I teach my Utah History course. This alone was well worth attending the institute.

During the past year, I have:

- revised my own data management and research methods practices
- taught a workshop for my colleagues based on things I learned at Doing Digital History 2016
- talked to my administration about supporting DH work
- participated in a DH unconference or workshop
- advised a student who wanted to incorporate digital methods in their work

Impact Survey : Entry # 210

Tell us about all the great DH work you've undertaken!

I gave a Digital History talk to my department and a couple of my colleagues have caught the vision of digitally inflected teaching. The department also agreed to add "digital history skills desirable" into a job search we conducted this year and to continue to do so in future job searches. I talked to the dean of the college of Humanities about my institute experience and became involved in the digital pop up lab at our library and a digital humanities research interest group here too. So, basically, I did the three things that I promised to do the last day of the institute. I haven't given up on my research project. I will make it happen. I really had a great time at the institute and learned a lot and feel like it reinvigorated my teaching and gave me new ideas for my research. Thank you!!!

Impact Survey : Entry # 211

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Agree

Tell us more:

After the seminar, I was inspired to publish an article in an Open Access, online journal: http://www.mdpi.com/2077-1444/8/1/5 .

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

During the seminar, I was very impressed with the concept of a "digitally inflected" course, which brought in digital elements in a gradual, stair-stepped way into the course. In the past year, I have increased the way I talk about DH in our "Intro to History" Methods course, describing both the approaches and the tools that can be used. I have also converted my upper-level undergraduate courses into digitally-inflected courses by encouraging students to substitute a DH project for a traditional research paper. After doing this in my "American Revolution and Early Republic" class, I had two students do outstanding DH Projects--one using Carto to map Thomas Jefferson's travels, the other using Palladio to map the social networks of Alexander Hamilton's correspondence.

During the past year, I have:

- used geospatial methods in my teaching
- introduced data management concepts in my teaching
- revised my own data management and research methods practices
- blogged about my teaching
- blogged about my research
- talked to my administration about supporting DH work
- reviewed a DH project for a journal or online publication
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

As Department Chair, I have arranged departmental curriculum so that we will offer a "Digital History" class in Fall 2018, the first opening in our class availability.

Impact Survey : Entry # 212

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

I have taken some data that I long ago created and started to display it in new formats using r-studio and have been happy with the results. I, of course, cleaned my data first.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

I have included several tools in my teaching - in a seminar on Robots we used Timeline-js and in an urban environmental history class we created a curatescape page on parks and brownfields.
I also the skills in my student project advising. One team created a drupal site for searching historical city directories and a second team created a touch screen system for a local museum gallery.

During the past year, I have:

- used online publishing in my teaching
- used geospatial methods in my teaching
- launched a digital project related to my work
- revised my own data management and research methods practices
- talked to my administration about supporting DH work
- collaborated with a colleague on DH project
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

In fall, I will teach a class on urban digital history as a capstone for the Humanities and Arts requirement at WPI.

Impact Survey : Entry # 213

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

I did not expect to be so interested in the section on coding and R, but I was inspired by the institute to pursue deeper analysis of datasets already available, and those that could be compiled with a bit of attention. I really used IPUMS for the first time, even though I had known about its existence for years. I also produced visualizations of census data for a faculty colloquium. I am now submitting an application for a grant to revitalize a website created by a colleague, which will be shaped for the better because it will incorporate more historical analysis. I would never have participated in the growth of this web project without the digital skills I learned, and this project will now become part of my scholarship.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

Absolutely. I taught a course on Digital Storytelling in Spring 2017, and a colleague and I raised funds to support the ongoing work of students on the project. I am also planning to integrate a digital project into my Fall 2017 GAPE course which will ask students to use maps and primary sources to tell local histories of the period. Finally, I am a fellow through our center for teaching excellence in the upcoming year to create a course based on High Impact Community Engagement Practices, which will be focused on partnering with a community organization to produce historical research useful to them. I expect teaching digital tools to be a key part of this.

During the past year, I have:

- used online publishing in my teaching
- used geospatial methods in my teaching
- used text analysis techniques in my teaching
- introduced data management concepts in my teaching
- launched a digital project related to my work
- revised my own data management and research methods practices
- talked to my administration about supporting DH work
- participated in a DH unconference or workshop
- collaborated with a colleague on DH project
- advised a student who wanted to incorporate digital methods in their work

Impact Survey : Entry # 213

Tell us about all the great DH work you've undertaken!

Now, I can just give you the websites--all works in progress...The website for the Digital Storytelling course is available at www.averillkansascollection.com. The website is really just a skeleton, but it gives the syllabus, a link to a campus grant we participated in, and 3 representative projects. The plan is to build it out in future semesters with the same course and with student assistants. With Tom Jorsch, fellow institute alum, I put together a roundtable at the Kansas Association of Historians conference, and I am working with a colleague to revamp his Map of Kansas Literature (http://www.washburn.edu/reference/cks/mapping/). A beta (of sorts--very rough) for the new map (using Omeka and Neatline) is available here: http://averillkansascollection.com/kansasmapprototype/neatline/fullscreen/the-map. I think it is worth noting that I taught this colleague the tools and he is now working on a special exhibit on a Kansas poet, Steven Hind, (also a work in progress) here: http://averillkansascollection.com/kansasmapprototype/neatline/fullscreen/steven-hind-poetry-in-place. The institute was incredibly helpful to me and it really gave me a new perspective on my work. Thank you. I am really grateful for the institute and your work.

Impact Survey : Entry # 214

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

I have begun to use Omeka to build a website for a collaborative project on Ireland and World Fairs and the skills and methods that I learned at the institute have been very influential in giving me the confidence and mindset to take on such on a new kind of project.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

I have used several of the programs that we learned last year (Timeline, Curatescape, and StoryMap) in my classroom and several other faculty have also adopted some of them in their teaching.

During the past year, I have:

- launched a digital project related to my work
- revised my own data management and research methods practices
- taught a workshop for my colleagues based on things I learned at Doing Digital History 2016
- talked to my administration about supporting DH work
- collaborated with a colleague on DH project
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

I was advisor for a student internship who used Wordpress to create a new website for the North Adams Historical Society. I also gave a presentation at our annual MCLA Techfest, where I shared some of the programs I learned at the institute (Timeline, Curatescape, and StoryMap) to other faculty. My students in my Historiography and Superheroes and U.S. Society classes both used Timeline in creating their public presentations based on their research papers. We also recently launched a Public History minor in our department and I am developing a new class in the fall for majors and non-majors using several DH techniques to learn historical research methods. We are also in the process of creating a Curatescape project for the local town, North Adams, where my college is located and have been working with the local historical society and public library to digitize and organize their archives.

Impact Survey : Entry # 215

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Agree

Tell us more:

I plan to make more use of the skills and methods learned during the institute with my next research project.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

I taught an undergraduate Digital History course for the first time this past academic year. Students set up their own websites with Reclaim Hosting; they learned to use wordpress and omeka. Students wrote personal blogs (where they described their interaction with some of the digital tools we used in class) as part of their professional portfolios, and they also worked on group projects researching local history that they set up on omeka sites. Of the 20 students that stuck with the class all semester, 19 identified as women. Only 2 students came into the course with any previous digital tools training. The majority commented both in mid-semester reflective essays and in end of term evaluations that they were more confident using digital tools for their historical research and that they would continue learning more about digital tools and methods.

During the past year, I have:

- used online publishing in my teaching
- used geospatial methods in my teaching
- introduced data management concepts in my teaching
- revised my own data management and research methods practices
- talked to my administration about supporting DH work
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

Since the institute, I have been awarded (along with project partners) an NEH Common Heritage grant. Though that grant application was submitted before the institute, knowledge gained during the institute will contribute to the completion of the project. I've been tasked by my university's Digital Humanities Working Group, in cooperation with the Humanities Council, to organize a panel/structured conversation between regional digital humanities scholars and the Appalachian State community on "Public & Private Histories." I was also part of a team within the history department who met with the Dean of the College of

Impact Survey : Entry # 215

Arts & Sciences on campus to request a digital classroom. I was able to use what I'd learned from the institute to better assist in and formulate this request. The Dean granted it, and this classroom will impact digital learning for many App State students.

Impact Survey : Entry # 216

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Agree

Tell us more:

My purpose for attending the workshop was teaching. However, the dh project I did with students this year might very well lead to an article or two being published in print. Beyond that individual research, my student and I created a website that is both interpretative and makes available documents that otherwise would not be easily accessible by the public.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

I taught an Honors research class on World War I where dh was a primary component. I have since incorporated dh into other classes, most notable our Methods course where dh went from being non-existent to a critical component.

During the past year, I have:

- used online publishing in my teaching
- used geospatial methods in my teaching
- launched a digital project related to my work
- blogged about my research
- talked to my administration about supporting DH work
- collaborated with a colleague on DH project

Tell us about all the great DH work you've undertaken!

You can visit dh.bethanylb.edu to see the website I've been working on with students. The site is about Lindsborg, KS, during WW1. Some of the best parts of the project include: posting Swedish-language newspaper articles (translated to English) online for use by scholars, accessing and posting two private collections of artifacts (otherwise relegated to basements for eternity), developing a better town/college relationship, and posting useful local artifacts like maps and city directories.

Impact Survey : Entry # 217

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree
- Agree

Tell us more:

I am collaborating with a colleague from a previous NEH Grant (Natives in the Midwest) to add Indian voices to historical narrative.

In addition, it has motivated me to refocus my time on my own research.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

It has been transformative not only in my teaching, but in the team-taught class and for our program as a whole in terms of best-practice sessions and digitally infusing our classrooms.

In addition, I have had the opportunity to incorporate the tools and ideas into our campus-wide "Equity and Inclusion" project.

During the past year, I have:

- used online publishing in my teaching
- used geospatial methods in my teaching
- introduced data management concepts in my teaching
- launched a digital project related to my work
- revised my own data management and research methods practices
- blogged about my teaching
- taught a workshop for my colleagues based on things I learned at Doing Digital History 2016
- talked to my administration about supporting DH work
- participated in a DH unconference or workshop
- advised a student who wanted to incorporate digital methods in their work

Impact Survey : Entry # 218

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

I have begun a new collaborative research project and have been using digital tools and digital history research methods to facilitate the project. I have begun thinking about historical sources and how to manage my data in a different way as a result of what I learned from the institute. I have also continued to use Twitter, which allows me to stay more connected to my field and receive information about professional development opportunities more quickly and easily.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

I have only had one semester back at teaching and have not yet made significant changes to my courses. However, I have started to lay the groundwork for incorporating digital history tools and research methods into my courses. Most of my spare time has been taken up by my new research project, but I am working to establish the groundwork for the digital components I wish to build into some of my upper-level courses for next year, including student participation in an online transcription project and the development of a local digital history research project. Most important, the institute showed me what might be possible and taught me how to learn more about digital tools so that I might build digital components into my courses over the next several years.

During the past year, I have:

- launched a digital project related to my work
- revised my own data management and research methods practices
- talked to my administration about supporting DH work
- collaborated with a colleague on DH project
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

My current research project involves the digitization of a substantial collection of primary sources housed in the McCall Library at the University of South Alabama. My collaborator and I, both professors at small liberal arts colleges located more than a 1,000 miles away from the archive and each other, recently received a major grant from the ACLS to continue our project. The

Impact Survey : Entry # 218

digitization facilitates collaboration at a distance. I am working on creating a topic-indexed correspondence database, including GIS locators, to help with thematic, chronological, and spacial visualizations of the data, and to help organize our sources, which includes thousands of pages of family correspondence. The end goal of the collaboration is the production of a co-authored book manuscript examining the significant social, economic, and political changes in the second half of the nineteenth century through the experiences of a wealthy Alabama plantation family and their interactions with those around them, including their former slaves. At the end of our project, we plan to give our topic index database and all of our digital images to the archivists at the McCall Library, who wish to make the collection freely accessible online.

Impact Survey : Entry # 219

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

I am attempting to create a digital oral history archive I would never have tried before.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

During the past year, I have:

- used online publishing in my teaching
- launched a digital project related to my work
- talked to my administration about supporting DH work
- participated in a DH unconference or workshop
- collaborated with a colleague on DH project
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

I had students create digital timelines to trace the evolution of conservatism's relationship to a topic of their choosing.
A colleague and I are using Omeka to create an on-going archive of school history in our required methods course for majors.
I am working on an online oral history archive of women and elected politics in the South. I'm about to relearn OHMS for this.

Impact Survey : Entry # 220

Name

Institution

Email Address

I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Agree

Tell us more:

I came in sort-of interested in text analysis tools and left much more interested in them. The Exploring Big Historical Data book was very useful and I ended up reading it much more closely later in the fall. Only catch I've faced is that the collection I really wanted to do text based analysis on has only been partly scanned, so that has presented a few problems. I'm about to return to that project this summer, so one of my goals is to figure out a work around or find someone to scan it.

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

I used more digital sources in my classes this year than previously and asked students to do more digital work inside and outside of class. I introduced students in my historical methods class to zotero and about 2/3 of them used it and reported they found it useful. Hooray. I used google forms to create class surveys (worked well). Most significant, though, my grad public history class chose to do a podcasting project (using audacity) from among a number of digital project choices I gave them. It's now posted on our Starkville Civil Rights website and on our soundcloud account. Mostly, I'd say that I felt much more comfortable and in-control when using digital sources. Only catch = I came back all fired up to do lots and lots of digital projects in classes and in the fall had a class where some did not even have laptops. So, I had to rethink and devise ways that were workable for the students I had.

During the past year, I have:

- revised my own data management and research methods practices
- collaborated with a colleague on DH project
- reviewed a DH project for a journal or online publication
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

I am working on a project that will be partly based on text-analysis. I've helped guide students on a podcasting project (and got that up and running on soundcloud and our DH project's wordpress-based website). I continue to use OHMS for the DH project that I'm a part of. So, those are the main things. Then, I've been brainstorming with a friend and colleague from another

Impact Survey : Entry # 220

institution about some kind of early American DH project that would tie our work together. We've got some tentative ideas, but need more time to iron them out. So, I can see how this will continue to be a part of my professional life. Mostly, though, the biggest and least-easily-measurable outcome of the institute was that I feel much more confident in my skills, in negotiating DH projects on the web, and in just being DH literate. THANKS! It was an intense experience, but a good one.

Impact Survey : Entry # 221

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I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Strongly Agree

Tell us more:

I gained some skills that empowered me to try new tools

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

I implemented practical lessons in zotero, omeka, blogging, and discussed other digital tools and methods

During the past year, I have:

- used online publishing in my teaching
- used text analysis techniques in my teaching
- launched a digital project related to my work
- revised my own data management and research methods practices
- blogged about my research
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

Improved one omeka site and launched another with graduate students

Impact Survey : Entry # 222

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I feel that the skills and methods I learned during the institute were useful to me in my own research during the past year.

- Agree

Tell us more:

Well, I did very little research this past year - but what I did, I did approach with the skills/methods learned in Doing DH in mind!

I feel that the skills and methods I learned during the institute were useful to me in my teaching during the past year.

- Strongly Agree

Tell us more:

Taught my first undergrad Digital History class this past fall - all in all, it went great, and it would have been a DISASTER without the Doing DH seminar! I've also incorporated tools into other classes, and helped a colleague put together tools for his class's projects

During the past year, I have:

- used online publishing in my teaching
- used geospatial methods in my teaching
- blogged about my teaching
- taught a workshop for my colleagues based on things I learned at Doing Digital History 2016
- collaborated with a colleague on DH project
- advised a student who wanted to incorporate digital methods in their work

Tell us about all the great DH work you've undertaken!

Continuing to develop a Curatescape project (which I'm much more comfortable tinkering with since DoingDH) at http://butlerhistorical.org and also had my students develop Omeka exhibits for my DH class. I continue to maintain my personal domain,